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ABSTRACT

The papers in this volume were presented at the ninth annual conference of the Australian Association of Adult Education. Included in the program of the conference were discussions on "Recent Projects in Adult Education" and "Research in Adult Education." These were dealt with by two syndicates which met throughout the conference and presented reports on their discussions to a final plenary session of members. The material for Syndicate 2 consisted of papers prepared by a number of adult educators who described one or more projects included in their programs. The basis for discussion by Syndicate 3 was a paper on "The Clientele of Adult Education." The papers and other material in this volume provide a record of the work done by these syndicates. (Author/CK)

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Australian Association of Adult Education

NINTH ANNUAL CONFERENCE

REPORT OF PROCEEDINGS

VOLUME 2

Recent Projects in Adult Education
Research in Adult Education

1969

BURTON HALL, AUSTRALIAN NATIONAL UNIVERSITY
CANBERRA, A.C.T.

ED012066

PROCEEDINGS

of the

NINTH ANNUAL CONFERENCE

of the

AUSTRALIAN ASSOCIATION OF ADULT EDUCATION

Volume 2. Recent Projects in Adult Education.
Research in Adult Education.

CANBERRA
1969

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VOLUME 2

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P R O G R A M M E

FRIDAY, 22 AUGUST

2.00 - 5.00 p.m.	Registration at Burton Hall
5.15 p.m.	Reception
8.00 p.m.	"How We Come By Our Political Beliefs." Professor P.H. Partridge, The Australian National University.
	Chairman: Mr A.J.A. Nelson, Director of University Extension, University of New England.

SATURDAY, 23 AUGUST

9.00 - 10.30 a.m.	"Political Education in Schools." Dr D. Dufty, Education Department, Sydney University.
	Chairman: Mr I. Hanna, Department of Adult Education, University of Adelaide.
11.00 - 12.30 p.m.	Group Discussions.
2.00 - 4.00 p.m.	Syndicate Meetings.
8.00 p.m.	"The Role of the Intellectual in Political Education." Dr E. Kamenka, The Australian National University.
	Chairman: Dr C. Duke, Director, Department of Adult Education, The Australian National University.

SUNDAY, 24 AUGUST

9.00 - 10.30 a.m.	"Political Education through Radio and Television." Mr E.L.Sommerlad.
	Chairman: Dr. D.W. Crowley, Director, Department of Adult Education, University of Sydney.
11.00 - 12.30 p.m.	Group Discussions.
2.00 - 4.00 p.m.	Syndicate Meetings.
7.30 p.m.	Annual General Meeting.

MONDAY, 25 AUGUST

9.00 - 10.30 a.m.	"Political Education through the Press.". Mr. John Bennetts, Department of Political Science, S.G.S., The Australian National University. Chairman: Mr. Warwick Fox, Director of Classes, Council of Adult Education, Victoria.
11.00 - 12.30 p.m.	Group Discussions.
2.00 - 4.00 p.m.	Syndicate Meetings.
8.00 p.m.	"Political Education through Political Parties." Papers by Senator S.H. Cohen and Mr. E. St. John. Chairman: Sir John Crawford, Vice-Chancellor, The Australian National University.

TUESDAY, 26 AUGUST

9.00 - 10.30 a.m.	Syndicate Meetings.
10.30 - 12.30 p.m.	Syndicate Reports.

LIST OF PARTICIPANTS

Dr Joan Allsop	Adult Education Department, Sydney University
Mr A. Ashbolt	Australian Broadcasting Commission
Mr C. Badger	Council of Adult Education, Victoria
Mr L.B. Carter	Board of Adult Education, Brisbane
Mr C. Cave	Adult Education Centre, Wangaratta
Mrs E. Christie	Workers' Educational Association of S.A.
Mr B.H. Crew	Dept. of Adult Education, Australian Nat. Uni.
Mr N. Crew	University Extension Dept., Uni. of New England
Dr D.W. Crowley	Adult Education Department, Sydney University
Mr T.E. Doe	Adult Education Board, Tasmania
Dr C. Duke	Dept. of Adult Education, Australian Nat. Uni.
Mr A.T. Duncan	Adult Education Department, Sydney University
Mr W.G.K. Duncan	North Adelaide
Mr B.H. Durston	University Extension Dept., Uni. of New England
Mr F.G. Foster	Adult Education Department, Sydney University
Mr W.A. Fox	Council of Adult Education, Melbourne
Mrs M. Friedman	Council of Adult Education, Melbourne
Mr A. Grey	Adult Education Department, Sydney University
Mrs E. Griffiths	Workers' Educational Association of N.S.W.
Mr S. Guth	Adult Education Department, Sydney University
Mr I. Hanna	Adult Education Department, Uni. of Adelaide
Mr O. Harries	Dept. of Political Science, Uni. of N.S.W.
Mr A.C.M. Howard	University Extension Dept., Uni. of New England
Mrs A.C.M. Howard	Tamworth, N.S.W.
Mr E.A. Iceton	University Extension Dept., Uni. of New England
Mr G. Lewis	Adult Education Department, Tasmania
Mrs R.A. Lewis	Country Women's Association, Canberra
Mr D.A. Lillecrapp	Education Department, South Australia
Mr D. Lowrey	Queanbeyan
Mr T.C. McAvoy	Workers' Educational Association of N.S.W.
Mrs T.C. McAvoy	Workers' Educational Association of N.S.W.
Mr D.J. Munro	Inst. of Modern Languages, Uni. of Queensland
Mrs D.A. Nicholls	Council of Adult Education, Victoria
Mr P. Pieraccini	Workers' Educational Association of N.S.W.
Mr S.J. Rooth	Immigration Department
Mr D.G. Sadler	Immigration Department
Mrs G.M. Singleton	Canberra
Mr R.G. Smith	Workers' Educational Association of N.S.W.
Mr J.W. Turner	Adult Education Department, Sydney University
Mr J. Tydde	Adult Education Board, Tasmania
Mr P.J. Tyler	Workers' Educational Association of N.S.W.
Mr J.W. Warburton	Department of Adult Education, Uni. of Adelaide
Mr A. Wesson	Council of Adult Education, Victoria
Miss R.M. Whiting	Adult Education Department, Sydney University
Mr F. Wigham	University Extension Dept., Uni. of New England
Mr J.L.J. Wilson	West Pymble, N.S.W.
Mrs J.L.J. Wilson	West Pymble, N.S.W.
Mrs H.R. Young	Workers' Educational Association, Illawarra Region

INTRODUCTION

The ninth annual conference of the Australian Association of Adult Education was held in Burton Hall at the Australian National University from 22 to 26 August 1969. Included in the programme of the conference were discussions on "Recent Projects in Adult Education" and "Research in Adult Education." These were dealt with by two syndicates which met throughout the conference and presented reports on their discussions to a final plenary session of members.

The material for Syndicate 2 consisted of papers prepared by a number of adult educators who described one or more recent projects included in their programmes. These were circulated to members of each syndicate before the conference or described verbally during syndicate meetings held under the chairmanship of a convener. The basis for discussion by Syndicate 3 was a paper on "The Clientele of Adult Education" prepared by the convener and presented to syndicate members for discussion and comment. The papers and other material in this volume provide a record of the work done by these syndicates.

Vernon Crew
Christopher Duke
Centre for Continuing Education,
The Australian National University.

Syndicate 2.

RECENT PROJECTS IN ADULT EDUCATION

Convener: Mr. C. Cave

Members:
Mr. L.B. Carter
Mr. A.T. Duncan
Mr. W.A. Fox
Mr. A. Grey
Mr. S. Guth
Dr. E.A. Iceton
Mr. G. Lewis
Mr. J. Tydde
Mr. J.W. Warburton
Mr. A. Wesson
Mrs. H.R. Young

REPORT OF SYNDICATE

on

RECENT PROJECTS IN ADULT EDUCATION

The Syndicate met to hear details of a wide range of adult educational activity in various parts of Australia. The ten papers heard all had in common that they described ventures which sought to meet unusual conditions or develop new concepts in adult education. Each was some deviation, some very far-reaching, from the conventional techniques, ideas or situations with which adult education finds itself and offered to the syndicate members quite a broadening of thinking about adult education in practice.

The deliberations of the syndicate revealed that there is a great deal of note and import going on in Australian adult education about which adult educators in general know very litt, about which little has been written, and about which adult educators should know. These ventures embody new approaches to administration, to programming, to learning and teaching techniques, and to problems which beset adult educators everywhere, and the syndicate believes that the papers which follow are not merely of interest in themselves, but also in approaches which may be applied elsewhere. They include organization which reaches beyond traditionally accepted classroom and group techniques, beyond conventional University, Departmental and other kinds of administrative pattern.

The following schemes were outlined:

(i) Wangaratta Adult Education Centre: a model for continuing education in schools.
C. Cave, Wangaratta Adult Education Centre, Victoria.

(ii) Day-time classes for married women.
W. Fox, Council of Adult Education, Victoria.

(iii) English as a second language - work with Asian university students.
I. Hanna, University of Adelaide, South Australia.

(iv) Three year intensive classes.
J. Allsop, University of Sydney, N.S.W.

(v) Music education for adults.
D. Lillecrapp, Education Department, South Australia.

(vi) Continuing education in action.
W.J. Moores, Maryborough Education Centre, Queensland.

(vii) Bannockburn Valley Conservation Project: a preliminary outline and report.
E. Iceton, University of New England, N.S.W.

(viii) Television for adult education in Cairns.
R.H. Stocker, Cairns Adult Education Centre, Queensland.

(ix) Geology classes and future policy.
J.W. Warburton, University of Adelaide, South Australia.

(x) Five-Day residential course for Aboriginal councillors and office bearers in Aboriginal organisations.
J.W. Warburton, University of Adelaide, South Australia.

(xi) Work with Aborigines - two projects.
A.Duncan and L. Grey, University of Sydney, N.S.W.
(A copy of this paper is not included.)

Unfortunately, not all papers were in printed form, and as discussion was mainly concerned with descriptive detail, no records were kept.

C. Cave,
Convener

WANGARATTA ADULT EDUCATION CENTRE: A MODEL FOR CONTINUING EDUCATION IN SCHOOLS

by C. CAVE

Quite a deal has been said already in recent years at A.A.A.E. Conferences about the Wangaratta Adult Education Centre for it to be generally familiar to members present. Details appear in 1967 Conference Proceedings, and a close examination of it appeared in the July 1967 Journal of Adult Education.

This short paper will confine itself to information that might assist in understanding its operation as a recent development in adult education, and its place in the continuing educational life of the community it serves. The Centre is unique, at least, in Victoria. It stands administratively outside the statutory Victorian adult education body, the Council of Adult Education, being an instrument of the Education Department; and it stands in its programming and general organization outside the range of the accepted continuing education activity of Victorian high and technical schools.

If the Centre has any exemplary function in Australian adult education, this lies in its extraordinary freedom of local decision and action inside a large government department. This has enabled not merely a breadth, but an informality in programming which has given The Centre its individual character.

The Wangaratta Centre as an institution under the Victorian Education Department:

(a) is housed in an old vacated high school building with some dozen rooms, annexes, etc. at its disposal. The main building is basically maintained by the department;

(b) furniture, stores, some equipment are also provided by the department as to a normal school; some subsidies are allowed on equipment and works and buildings;

(c) the department provides a teacher as a half-time (from 1970 full-time) professional officer.

Having made the physical provisions, the department has handed over to the local administrative committee complete responsibility for policy-making and finance. The local committee, of which the professional office is ex-officio secretary, without reference to the department:

(a) determines the programme and the other uses to which the building may be put;

(b) determines fees of both students and tutors, except for normal departmental continuing courses;

(c) determines the size and nature of classes;

(d) determines all matters of finance and keepts its own bank account, the annual turnover of which is currently $10 - 12,000.

Under this administrative system, the Centre is able to offer to the local community:

1. a developed programme of activity which reaches out to all sections of the community, at all levels of educational development, and presented through a wide variety of learning situations;

2. facilities for the calling in of outside educational services not normally at work in the area to encourage the widest possible range of educational activity:

3. a venue for all kinds of educational activity for voluntary and other groups in the community - meeting, conference, lecture, examination, projection rooms; facilities for recitals, play readings and exhibitions; particularly a "home" for local cultural educational groups. Including its own class sessions, over 900 meetings of various kinds were held in the building in 1968;

4. a general bureau of adult educational guidance.

PROGRAMME, 1969

Courses:

(a) Public Examination classes, Leaving and Matriculation

(b) Communication and Personal Development: Basic Development (a 3-year course for lads in industry in Communications and Leadership); Hostessing; Committee Members course; Leadership; Personal Communications; Developmental course for Girls; Yoga.

(c) Vocational Courses: Shorthand, Basic Typing ("crash" course), Rapid Calculation, Supervision for Industry.

(d) Leisure and Cultural Skills: Embroidery; Boat-Building; Metalcraft; Cake Decoration; Chess; 16mm Projection; China Painting; Small Boat Sailing.

(e) Liberal and General Studies: Planet Earth, Primary Mathematics for Parents; Local Ornithology; Local Trees; Italian; Shakespearean Film Study; Stock Exchange; Owner-Driver.

(f) Physical courses.

Seminars and Workshops:

(a) Rural: "Irrigation"; "Dairy/Beef and Pigs".

(b) Professional: Educational Administration (2); Local Government Administration; Teacher Training Seminars (3).

(c) General: Music Workshop; Matriculation Students Seminar.

Other Activities:

(a) Art and photographic exhibitions.

(b) A variety of film screenings.

(c) Importing of French play from Melbourne for matriculation students.

The Centre also offers its professional, secretarial and other facilities to assist local groups such as the Arts Council, Art Group, Drama Club, etc.

These activities are its formal published programme. Beyond this, it is a centre for a variety of occasional conferences and seminars, has become the Victorian Centre for Agriculture Department Herd Testing Schools, a regional centre for in-service teacher education and for teachers groups, a "home" for a variety of local voluntary groups which it fosters and assists but does not control.

The Centre programme is not one of "adult education" in the narrow sense of the term, but is a broad continuing education programme. It seeks to provide not only refreshment and interest for adults, but a continuation of education for young school leavers, and seeks also to fill the gaps in the normal secondary education programme, particularly at senior level. It not only incorporates a deliberate policy in programming of trying to bridge the gap of the educational opportunity open to provincial students (and their teachers) and to their metropolitan counterparts, but to overcome, in some small measure, the deficiencies which would be apparent in any secondary school system.

Two cases in point are the Basic Development programme for a small group of selected lads in industry, and the Developmental course for girls. The latter closely parallels the interesting course outlined in Moores' paper on Maryborough, Queensland. Both these courses provide the opportunity for both teachers and young people to do the kind of thing in the kind of learning situation which they would both like to have done at school.

Another interesting exercise was the organization of a one-day seminar for matriculation students in "The Dedicated Life" and "Aspects of Literature" which brought together over 200 matriculation students from seven district State and private secondary schools to discuss 32 ten-minute papers prepared and presented by students to their own groups.

This kind of exercise and the provision of special lectures, film screenings, study technique and effective reading and speaking classes which senior students are encouraged to attend helps to bridge

the gap between the provincial and metropolitan educational opportunity and between "going to school" and "continuing education".

Further, the programme offers to small local industries and commerce and to professions training and re-training programmes which they cannot, because of their individual size, organize for themselves. Typical of this was a 48-week course in Supervision for the automotive industry which neither the local V.A.C.C. or any of the individual concerns had the facilities to organize for themselves. A current series of short, concentrated courses in detailed aspects of supervision provides a service to industry in a country area which could not otherwise be available. Seminars in Educational Administration, and training seminars and workshops for teachers on a regional basis are approved as part of the Department's teacher education programme. Seminars, particularly those in Administration, draw enrolments from all over the State.

Of interest is that The Centre is freely able to import lecturers, tutors, demonstrators, etc. from Universities, Government Departments and any "outside" agency upon which it wishes to call, and has drawn occasional special lectures from interstate and overseas.

Such facts and figures cannot, of course, give any clear picture of the life of The Centre and of its influence in the community, nor of the experimental programmes it is conducting. Its freedom of decision, its ready call on assistance from outside organization, its freedom from financial shackles, its locally-based character and identity not only make it unique, I believe, but enable it to extend itself beyond what is normally expected of any institution within an Education Department.

It is obvious that the mantel of the growing adult education movement in provincial areas may well fall upon Education Departments, except, as in some States, where far-reaching statutory bodies already exist. Unless governments are particularly generous in their provisions, provincial adult education will always be hampered by lack of facilities or by the very nature of the Departments of which they are an extension.

Education Departments have already established provincial outposts, their schools, generally fully provided with the very facilities which adult education needs and it is in the schools that provincial adult education can be most effectively based.

It is true that The Centre has its own building, such as it is, but there are already three further active Victorian centres in other areas conducting effective programmes from and in existing day schools - at Benalla, Shepparton and Warragul. The provision necessary for such a scheme is minimal to a Department; at the least it needs only to be permissive, but it needs also to be based on a proper delegation of responsibility to the local community. Under such conditions, the local community itself will make the scheme viable.

NOTE: Wangaratta: 16,000 pop. 145 miles from Melbourne, rural/industrial area. Continuing education also served by traditional Technical Department classes, Government authorities, etc. Centre opened 1962.

DAYTIME CLASSES FOR MARRIED WOMEN

by W. FOX

Until late in 1964 C.A.E. classes in Melbourne were, with few exceptions, evening classes. By early 1969 almost a quarter of all enrolments were in daytime classes.

The main factors influencing the introduction of these classes and their development were: (a) specific requests from married women for classes at times which suited them better than the traditional evening hours; (b) enrolment of large numbers of married women in evening classes reflecting their interest in adult education; (c) comment about occupational boredom and increased leisure among housewives; (d) the existence of C.A.E. classrooms which remained unused during the daytime.

In discussing with women the type of programme two broad viewpoints emerged. One stressed that, for this purpose, women are not essentially different and therefore the programme should include the wide range of academic and practical subjects offered to evening students. The other stressed the special interests of women and suggested that programme planning should be heavily slanted towards these interests.

In practice there are important limiting factors in arranging daytime programmes. One is that so many teachers are not available, particularly in the humanities and social science fields where most adult education teachers hold full-time positions in universities and other institutions. Attempts have been made to overcome this problem by advertising in appropriate places, e.g. the newsletter of the Melbourne University Women Graduates Association. In other subject areas, such as practical art and languages, there is a ready supply of teachers among married women.

Another limiting factor is that, outside the city area, C.A.E. relies exclusively for accommodation on Education Department premises which are not available during the day. So to extend the classes to suburban areas would mean renting a variety of halls or meeting rooms, which are rarely suitable for classes.

The timetabling of classes is arranged to suit married women with children. Thus, classes start each day at 10.00 or later, and finish by 2.30pm. Meetings are not held during school holidays. C.A.E. has no child minding facilities, although there have been frequent requests for this service.

A striking feature of the classes is the enthusiasm and application to study compared with evening students. This, of course, is not really surprising. These women are studying when they are fresh, not after a full day at work, and, presumably, have more time for home study. While drop-out rates have not yet been compared with evening students the general impression is that the rate is much lower, particularly in longer courses. Where drop-outs do occur domestic difficulties (e.g. sick children) are a common cause. Very few courses have had to be cancelled because of a small initial enrolment.

Undoubtedly the most interesting development has been the addition of a range of courses designed to prepare married women for the matriculation examination. Much thought and discussion preceded this move as it obviously ran counter to the concern of C.A.E. with non-vocational adult education. Moreover, it is a field in which the Education Department is much better equipped in experience and facilities. However, it was clear that a considerable potential demand existed for daytime matriculation classes and that C.A.E. was the only organisation in a position to meet it. (Daytime classes at commercial colleges are not restricted to adults and in fact have a considerable enrolment from young people who haven't made the grade at school).

Enrolment in these courses is restricted to people who are eligible to sit for the matriculation examination under the less exacting provision for those over 23 and 35 years of age. Apart from this restriction the timetabling ensures that almost all students are married women. An interesting exception this year is a male aboriginal student studying under a Commonwealth scholarship.

The following subjects were offered: English Expression (4 classes), English Literature (2 classes), Social Studies (2 classes), Australian History (2 classes), Eighteenth Century History, Geography, French (2 classes), German. German and Geography were cancelled through lack of support and the French classes only just reached the minimum of 15 students. An extra English Expression class was added. Altogether 252 people filled 395 out of 420 places. One hundred and fifty one took one subject, 80 two subjects and 21 three subjects.

Students were asked their purpose in enrolling and replied:

To apply for admission to university	121
To qualify for employment	36
For non-vocational interest	95

Wherever possible aids and devices are being used to make the classes more interesting. The Social Studies class has had visiting lecturers, including Dr. Jim Cairns, M.P., Mr. Andrew Peacock, M.P., and Mr. Bob Hawks of the A.C.T.U. This practice is encouraged.

It is too early to judge the value of these classes with any assurance. What is apparent is that they have been welcomed by a large number of women, many of whom see them as a disciplined way of pursuing non-vocational interests.

COUNCIL OF ADULT EDUCATION

DAYTIME CLASS FIGURES

FINANCIAL YEAR	NO. OF DAYTIME CLASSES HELD	ENROLMENT IN DAYTIME CLASSES	AVERAGE ENROLMENT PER DAYTIME CLASS	TOTAL CLASS ENROLMENT FOR YEAR	% OF DAYTIME CLASSES IN TOTAL ENROLMENT
1964 - 65	82	2813	34.3	13,843	20.3%
1965 - 66	108	3299	30.5	13,466	24.4%
1966 - 67	129	3735	27	13,813	26.31%
1967 - 68	124	3727	30	16,273	22.90%
1968 - 69	130 + 15 Matric.	4031 + 409 Matric.	31	16,348 + 409 Matric.	24.66%

COUNCIL OF ADULT EDUCATION

DAYTIME CLASSES - AUTUMN/WINTER TERM 1969

Learning to Study
Political Theory and Contemporary Politics
Behind the News
Our Asian Neighbourhood
The Search for Peace in the 20th Century
China Now
Port Phillip Mosaic
Introduction to Philosophy
Philosophy of Religion
Nature and Destiny of Man
Mediterranean Interrelations: 2nd Millennium B.C.
Principles of Nutrition
Lunch-hour Readings
Enjoyment of Music
Rudiments of Music
Classical Guitar
Piano
Recorder Playing
Around the Galleries
Art for the Collector
Drawing
Watercolour Painting
Landscape Painting
Drawing to Painting
Figure Painting
Oil Painting
Pottery
Creative Arts
Weaving for Beginners
A Practical Approach to Acting
Journalism Workshop
Magazine and Newspaper Feature Writing
Report on a Journey
The Travel Experience
Travel in Asia: People and Politics
Voice Production and Speech
Developing Good Speech
Effective Speaking
Clear Thinking
The Stock Exchange and the Woman Investor
The Stock Exchange and You
A Look at our Industries
Quick and Efficient Reading
Interior Design
Gemmology
Posture and Poise
Ballet
Floral Art
French
German, Italian, Japanese, Japanese for Travellers, Russian

ENGLISH AS A SECOND LANGUAGE
by I. HANNA

In 1966 members of the University faculty informed Adult Education about the poor standard of English among the overseas students (mainly Asian) at the University. The Department of External Affairs provided Adult Education with the services of Mr. Neil Osman from the Department of Education and Science, and considerable support in the form of texts, scripts and recorded tapes. These were used for conducting Intensive English language laboratory courses in 1967, 68 and 69. External Affairs also enrolled many of the Asian and other overseas students for the courses. The language laboratory and classrooms at Adelaide University were used in 1967 and 68 but shortage of laboratory time forced the holding of the 1969 course at the language laboratory of Flinders University.

Mr. Osman attended two of the initial courses in the long vacations, and trained the tutoring staff in the use of the material provided. Some of the tutors were associated with the Universities of Adelaide and Flinders either as staff or honours students; approximately half the tutoring staff were school teachers and some laymen who had proved themselves capable of teaching English to foreign students. The enrolments in all courses totalled in 1967, 70; in 1968, 66; and in 1969 (one course only), 23. These figures are not comparable between years as the number and length of the courses differed. In general, the later courses were the more substantial.

The courses were originally intended for overseas students, who were mainly from South-East Asia or the Pacific; however, an unexpected demand came from students of European origin and European adults including University clerical and ancillary staff. When there were insufficient applications from Asian students, Europeans were admitted to the course. This was not only for the educational benefit of the Europeans but it was a financial necessity since the tutorial staff had to be paid from the students' fees.

Though there were some difficulties caused by mixing students of different linguistic background, e.g. Asians and Europeans, these were not much greater than the problems caused by the differences in linguistic background and prior training in English, amongst the Asian students themselves.

Given sufficient staff and laboratory time these difficulties could be overcome. In the courses held at Adelaide University only two hours of laboratory time were available per day. In the last course held at Flinders University with adequate staff and unlimited laboratory time, it was found that the great variety of linguistic and educational backgrounds presented few problems. It was possible under these conditions to regroup the class from time to time, in the laboratory and the classrooms, to provide specifically for a number of differing needs.

The principle difficulties in this work have been; firstly the lack of continuity of work which could be offered to tutors as the employment was part-time and tutors could only accept engagements when free from other obligations; secondly, neither government or education authorities could say in advance how many students would be available for the course, nor could these authorities instruct students to attend a course even if they needed it; thirdly, the limitation of laboratory time in some cases meant that a rather rigid timetable had to be imposed on the students when it would have been better to have offered them a variety of options in the laboratory.

As a result of the success with this work the Adult Education Department of Adelaide University has been asked to conduct in 1970 an eight week, full time, language laboratory Intensive English course for European students and professional persons; this course to be entirely paid for by the Department of Immigration. Concurrently there will be offered two courses in English for Asian students, each lasting a fortnight, subject only to the availability of sufficient language laboratory space.

THREE YEAR INTENSIVE CLASSES
by JOAN W. ALLSOP

PRELIMINARIES

During 1965 staff discussions took place in Sydney University's Department of Adult Education on a proposal to make future provision for a number of three-year classes in the metropolitan class programme. Classes of this length had been originally provided by the earlier Department of Tutorial Classes so that some members of the staff welcomed the suggestion as a return to basic purposes while others were attracted by the opening up of possibilities for more serious study and written work than was currently being obtained from all but exceptional students. The Director, personally, was also favourably inclined because of his belief that organised knowledge of a subject can be built up only over an extended period of serious study.

All sorts of imponderables were revealed during the course of these preliminary discussions and no satisfactory answers could be obtained to assist when the planning stage was reached. For instance, what sort of demand, if any, existed for such a form of non-vocational, non-credit adult education? Were existing facilities for part-time and external study at the tertiary level already adequately meeting the full requirements of possible students? If some pool of demand for disciplined studies not linked to degree requirements did exist, would it be exhausted within a few years? If a new demand was to be built up, how long would this take and might any experiment have to be a very lengthy one in consequence? Would there be enough additional potential students interested in participating in these new classes not to jeopardise enrolments in the types of classes currently being offered by the Department? Should students be selected and if so, on what criteria? What should be done about those deemed to be ineligible? Could sufficient tutors be found who were prepared to take such classes and to commit themselves to the time and work involved? What financial resources could be made available to support such classes without seriously restricting the conventional programme? The planning problems imposed by these and other questions were formidable and staff attitudes ranged from extreme pessimism to bounding optimism.

General agreement was finally reached that a comprehensive programme of up to eight classes should be devised (rather than two or three pilot classes) and that while these classes should be in subject areas of constant demand, they could well be distinguished in both subject coverage and content from other (degree) provisions for University study. They should be relevant to contemporary living and it was desirable that they should not be restricted by conventional subject divisions. A special publicity drive was essential if the field of potential students was to be widened. Intra-mural staff known to be in sympathy with the work of the Department were consulted on these and other aspects of the proposed experiment and a number signified their willingness personally to participate in it.

IMPLEMENTATION

Eventually six subject areas were selected (Ancient History, Economics, English Literature, Philosophy, Political Science and Psychology) and appropriate courses in these fields of study devised. A seventh course of "integrated studies" was also developed under the heading of "The Evolution of Western Civilisation since 1500" to weave together various aspects of History, Literature, Philosophy, Scientific Method and the Fine Arts. Each course was arranged to extend over three years of study with at least twenty-five weekly two-hourly class meetings per year (the "integrated" course was to meet twice weekly) and to involve between four and six hours additional weekly individual private study for prescribed reading, written assignments and other requirements of the tutor.

A special brochure was prepared providing general information on the project, its rationale, enrolment procedure, an outline description of each of the courses offered, a short list of books recommended for purchase for the first year's study (mostly paperbacks and limited in cost to about $10 - $20.00), the name of the tutor for each class and the place and time of meeting. This brochure was distributed widely in the community by the W.E.A. and was also included as an insert on differently coloured paper in the 1966 Autumn Class Syllabus which was sent out to all on the normal mailing list.

RESPONSE

The flood of enrolment applications and enquiries was totally beyond wildest expectations. Even when some sorting out had taken place and multiple enrolments from individuals reduced to one class per person, it was quite clear that prospective classes would be impossibly large and that the tutors already engaged for them would have no chance of meeting the demands on their time for the correction of written assignments and other class activities. Consequently additional classes were arranged for all courses except the one on integrated studies and additional tutors were hurriedly sought. Eventually two full-time members of staff and ten part-time tutors (mostly drawn from intra-mural lecturing staff) were involved in the first year of the project. Part time tutors were paid the normal class fee of $14.00 per meeting but the Director received approval to pay in addition up to $100.00 per annum per class for the correction of written work.

STUDENT ANALYSIS

Some provisional information on the 1966 enrolments has already been published (*) but it is worthwhile here to look a little more closely at certain of the characteristics of this first intake of intensive class students now that their three years of study have been completed.

Attendances. Initial class attendances were somewhat less than the number of enrolments approved, no doubt due partly to the necessity to direct more than half the students to nights and times other than those originally advertised. The official enrolment (those attending three or more meetings)

* See A.J.A.E. Vol. VI No.2 and Vol. VIII No.1.

is taken to be 331 - 140 men and 191 women. Of these, 216 students (65%) attended for 60% or more of the first year's class meetings and 76 (23%) completed the full three years of study. Ancient History and English Literature were the two classes with the best records of continued class attendance whilst the fall-out in Political Science was disastrous. The other four classes clustered together with just under 25% of their originally enrolled students effective in the third year.

Some attempt has been made to follow up those who enrolled but did not pursue their studies and a questionnaire has been sent out regularly seeking reasons for discontinuance. Of the 33% who attended ten or fewer class meetings in the first year, the majority of replies received indicated (as might be expected) either misunderstanding of or dissatisfaction with the course content and allied factors. A majority of those who discontinued in later years have given as their reasons job pressures and absences from the city because of job demands. Domestic reasons seem to be another major cause, with the dropout of some women associated with vocational demands on their husbands.

Sex. Of the original 331 enrolments, 140 were men, 96 single women and 95 married women. In the third year (1968), figures were 33, 19 and 35 respectively, married women thus showing the highest rate of persistence (37%). Job demands on men and the age-groupings of single women explain to some degree this change in ratios over the three years.

Age-groupings. A breakdown of 1966 age-groupings reveals a clear weighting in the under 40 age-groups (74%), the greatest number of students falling into the 21-30 year age bracket. On the whole the over 40s stayed the distance better, particularly the men, and this finding, of course, should be related to vocational and social interests and demands on younger age-groups.

Education. As can be expected from the general age of students and the history of compulsory schooling in N.S.W., the number of students with only a primary school education was very small and such people tended to be in the upper age-groups. Almost 60% of all students had reached Leaving Certificate or Matriculation level, the only subject with a majority of enrolled students of less than this level being Psychology. The completion of secondary schooling by so many is emphasised by their subsequent educational history. Just on 30% recorded attendance at tertiary institutions (32 had gained degrees and 21 diplomas), and there were 45 other students with high professional qualifications. Only 62 gave no indication of any post-school education and since 28 of these were under 21, it seems clear that fears regarding the exhaustion of potential for such classes may have been unfounded. It is a well established fact that the higher the level of education, the greater the demand for further education.

Occupations. The majority of students, needless to say, were employed full-time, less than 20% indicating that they were not gainfully employed. These were almost entirely married women (17%) and it is interesting to note that about one-third of all married women were in some sort of employment. Professional occupations accounted for 24% of all students and clerical jobs 25%. Sales and advertising and Executive,

Administrative and Managerial categories accounted for 9% and 8% respectively.

Comparisons with later years. While it would be erroneous to try to make valid comparisons with succeeding first year enrolments because of differences in subjects offered, times of meeting and other variables, the following figures may be of interest.

Classification	1966			1967			1968		
	M.	F.	T.	M.	F.	T.	M.	F.	T.
Enrolments	140	191	331	132	204	336	110	114	224
Married Women		95			84			64	
Known age-groupings:									
Under 40	99	145	244	86	156	242	69	85	154
Over 40	31	36	67	40	45	95	36	20	56
Known schooling:									
Less than L.C.			129			142			96
L.C.and/or Matric.			183			197			126
Tertiary studies			90			64			40
Other professional qualifications			45			67			45
Given occupations:									
Professional			81			82			45
Exec.Man.Adm.			27			38			32
Clerical			83			102			53
Sales Adv.			31			26			25
Trades			12			16			10
H.D.			56			34			24

SUBSEQUENT DEVELOPMENTS

With the establishment of the Power Institute of Fine Arts, the opportunity was taken in 1967 to include this field of study within the scope of intensive courses. A three year course of three unit years which may be taken in any preferred order was introduced and this recapitulated first year intra-mural studies in Architecture, Painting and Sculpture. After successful examination at the end of each year's segment, a Certificate in Contemporary Arts will be awarded to those who so desire. One departure from normal Departmental practice in these courses is the opening up of the first hour's lecture to a wider adult audience, thus fulfilling one of the major intentions of the Bequest.

The success of the first year of the project suggested there might also be a potential student demand for shorter courses on more specialised topics and a beginning was made in 1967 with courses requiring considerable student involvement but which could be completed in the one year. So far Mathematical Statistics has proved the most successful of these, many of the students being graduates who have found an understanding of and some

elementary competence in this field necessitated by their jobs. This year, also, a beginning has been made with two one-year courses pitched at an advanced seminar level and demanding considerable prior study by students, admission to which has been very closely screened.

All the classes so far described are held during the evening hours and most of them are located in the Carslaw Building at the University. For obvious reasons such an arrangement discriminates to a large degree against married women with young families, particularly now that most tutors prefer to begin their classes in the early evening rather than at 8.15 p.m., Carslaw's starting time. For a number of years the Department has been arranging day-time classes in the suburbs for the benefit of housewives and retired men and women. After some experimentation in these with required specific reading and written work during 1966 and 1967, I undertook three one-year intensives in 1968 as a pilot project and these were so successful that suburban day-time intensives have now been officially accepted. Five such classes were scheduled this year.

APPRAISAL

On the whole, members of the Department's staff who have been involved with the project are reasonably pleased with the results of the experiment to date. A number of difficulties have been ironed out though there are still several more intractable problems to which satisfactory answers may be more difficult to find.

Part-time tutors who have made considered comment are appreciative of the opportunity of doing some "real work" with adult students and with the responses that they are getting. As one Psychology tutor remarked, the difference from the usual "blotting-paper" type of class is almost too good to be true. Without exception all agree that the quality of class participation is on the whole higher than that achieved in most undergraduate seminars while a large part of the written work of the later years stands up well in comparison with that of the normal pass student. A few papers of exceptional standard have been received and some interesting pieces of original research submitted. A worthwhile contribution in interpretation by a photogrammatist has probably been made in the field of Ancient History.

The general conclusion of those students who completed the first three years of study is that it was all worthwhile and that they would do it all over again, given the choice. Almost without exception they reported changes in modes of thinking and widening of viewpoints.

GENERAL CONCLUSIONS

1. There appears to be considerable interest among certain sections of the community in continuing education in liberal studies.

2. Men and women in most age-groups seem to be willing to undertake the considerable demands on their private lives of a prolonged period of intensive study at university level of subjects that interest them.

3. There are enough of such people at present to justify programmes similar to the one under review.

4. Students for this type of class are likely to have a higher than average degree of previous educational achievement. As the number of young people who complete formal secondary schooling continues to grow numerically, their demands on university adult education facilities are likely to increase.

5. In the transition from compulsory to voluntary educational activity, the absence of sanctions often leads to commitment without sufficient responsibility.

6. Most courses should be devised more with the graduate and the professional person from other disciplines or related occupations in mind than the person of limited formal education.

7. There would seem to be advantages in closer collaboration in framing courses between staff tutors experienced in adult education and part-time tutors more used to undergraduate teaching so that courses are not just pale replicas of undergraduate ones.

8. More attention should be paid to the relevance of topics discussed and to the interdisciplinary approach while bearing in mind continuously the basic functions of university teaching.

MUSIC EDUCATION IN SOUTH AUSTRALIAN ADULT EDUCATION CENTRES

by D. LILLECRAPP

From a somewhat doubtful beginning in 1960, when the Gawler Adult Education Centre accepted responsibility for re-establishing the defunct Gawler Brass Band, music education has grown to be a vital part of many Adult Education Centres throughout the metropolitan and country areas of South Australia. The reasons for growth are at least three-fold;

1. the growing acceptance of the fact that the Adult Education Centres are anxious to assist in providing for the needs of the community in music education as well as in other educational fields;

2. the ability of the Adult Education Centres to provide able leaders and accompanists for the various groups even when travelling some distance from neighbouring localities is involved;

3. the capacity of the Centres to provide administrative leadership, clerical assistance and educational aims, such as tape recorders, instruments and other equipment, music and library facilities.

Today Adult Education Centres compass a range of musical activities including choirs, orchestras, brass, pipe and percussion bands, and string ensembles. They do so because, in some instances, the Centres have re-established groups which have had long traditions before being forced out of existence for various reasons. The Gawler Band has already been mentioned. In other cases, music organisations still quite active, financial and effective, have affiliated with the Centres to gain additional benefits. The Renmark Citizens Silver Band typifies this. The majority, however, have been initiated as completely new ventures because an A.E.C. Principal, teacher, or a member of the community has seen the need. The Elizabeth Junior Orchestra, to be described more fully later, will demonstrate the point.

However, not all of the classes are instrument based. When matriculation music was introduced into the Public Examination Syllabus, classes were not provided in secondary schools, nor were most private teachers able to give the necessary tuition. Adult Education established two classes at Norwood. One has enrolled mainly secondary students, the other almost entirely music teachers.

Although of less direct value, the importance of many ballet classes in developing a musical background for young people cannot be overlooked.

Notwithstanding these developments, music education through the Adult Education movement will advance markedly in 1970 because of the establishment of a Junior Music School at the Flinders Street Adult

Education Centre, Adelaide. This school will provide facilities for day and evening tuition for individuals, small groups and orchestras.

A more detailed analysis may now be of interest.

The affiliation of choral groups with the Adult Education Centres was an evolutionary process. The Gawler Orpheus Society, an offshot of the Gawler Choral Society although not affiliated, worked with the Technical School long before the school became an Adult Education Centre. In fact in 1956, the year Adult Education Centres were established as such, the Gawler Adult Education Centre Council wrote that "they were pleased to present to large audiences Estonia in Song, Film and Dance in co-operation with the Estonian Choir and the Gawler Orpheus Society."

In 1950, the Barossa Choralists were formed by the late Rupert Senior, then Registrar of the Barossa Technical School.

It was not surprising therefore, to find the Gawler-Barossa Oratorio Choir established as an A.E.C. activity in 1961. In the same year the Renmark Adult Education Choir was initiated. Within months these Centres were contemplating a combined choral festival. By the time this came to fruition, additional choral groups were operating at Loxton in the Upper Murray and Naracoorte and Mount Gambier in the South East. Four of these choirs took part in the first Choral Festival for Country Adult Education Choirs held in Gawler in 1964. The Tanunda Lidertafel Choir, of long-standing tradition, was the guest choir. The choirs performed individually and in mass. At the end of the Festival, the S.A. Country Choral Association was formed.

In 1966 the Association sponsored a Choral Festival for all A.E.C. Classes at Berri in the Upper Murray, and in 1969, will again bring all choirs together at Victor Harbour. Minor festivals have been held in the intervening years at Tanunda in the Barossa Valley and the Elder Conservatorium, Adelaide.

This corporate activity has done much to maintain high standards of performance. In fact, all choirs have performed on the A.B.C. The Renmark Ladies Choir has also performed with the South Australian Symphony Orchestra during its country tours.

When performing major works, the choirs have engaged prominent soloists from Adelaide or interstate, thus reinforcing the interest in vocal music engendered in the local communities by their own musical feats.

The development of band and orchestral music has been equally striking.

In the late 50's, the District Council of Gawler were persuaded not to sell the instruments previously used by the Gawler Brass Band, but rather to make them available for use by the Adult Education Centre in an effort to revitalise the local band. It had ceased to function years earlier because of the inability to obtain a conductor locally.

Through the efforts of local bandsmen and the resources of the Centre, a conductor was brought as a migrant from overseas. As a result the Gawler Senior Band was established in 1960 as the first A.E.C. Brass Band Group. A Junior Brass Band followed in 1961 and a Percussion Band in 1963. Various bands have subsequently been formed through the Gawler Adult Education Centre at Elizabeth, Angaston and Tanunda.

In 1961 the Renmark Citizens Silver Band became affiliated with the Upper Murray Adult Education Centre. With a view to providing at a later stage, a string nucleus for the band, thus laying the foundation for the establishment of an orchestra, string ensemble classes for juniors were established in the area in 1962. These classes have now extended to include a number of adults and have proven profitable to the musical life of the area. The majority of the students participating had had no previous musical education.

In the larger towns, Mt. Gambier and Elizabeth, it has been possible to establish orchestras. Mt. Gambier is unique because a full-time music teacher has been appointed to the Technical College for adult education purposes. He also provides leadership in other schools as well as in the general musical activities of the town.

Development at Elizabeth has been quite different. Initially, 16 junior students, mostly with an interest in, but scant knowledge of music, came together as an orchestral class. It wasn't long before they were performing elementary works before selected audiences. The orchestra now numbers 35 and is regularly being asked to play at local functions.

In all of this work due emphasis is being placed on the development of junior groups. By this means it has been possible not only to supplement the senior groups with the more able juniors, but also to fill the gaps which occur frequently in bands in the country areas.

As the movement grows the difficulty will be to provide leaders who are not only able musicians, but also able teachers. This problem although not yet resolved, is being given thoughtful consideration. The answer will probably be found in a programme of inservice training.

In Junior Ballet classes the adult education movement provides one of its bridges between music and drama. However, its influence in making young people aware of music, which might otherwise go un-noticed should not be overlooked. Hundreds of students throughout the state have taken part in Junior Ballet classes. Through their ability to command large adult audiences at performances, many of the groups have become financially selfsupporting apart from providing teachers' salaries. But more importantly they have influenced many families musically to a degree that educationists would find impossible.

In looking ahead it is reasonable to expect that continual progress will be made in expanding and developing existing musical activities, but the advent of a full-time music school in 1970 will add a dimension hitherto impossible. Initially the school will have

four sound proofed studios for teaching individual students aged up to 17 - 18 years and small groups, a large orchestral room and lecture rooms for theoretical studies, such as perception, elementary theory, orchestration and matriculation music. Provision will be made to teach all instruments in the orchestral range, although it is probable that a programme of this size will develop fully only over a period of years. Outstanding students will undoubtedly pass from the school to degree level studies at the University of Adelaide. Although too early to predict the future of such a school, the potential for growth numerically and educationally must be readily seen. It brings the concept of permanency to music education, which for the past decade has been developing in adult education in South Australia along very experimental lines, but which, in 1968, provided some form of music education for approximately 3,000 students.

CONTINUING EDUCATION IN ACTION

by W.J. MOORES

Queensland Adult Education is controlled by a statutory Board, independently of University or Education Department funds or control, with resident staff in large coastal cities. As all activities are free and expenses paid by taxation from the general state education appropriation, it would seem just that activities be conducted to suit the various age groups, from school leavers to the aged. The problem seems then, to find and conduct such educational activities, not provided by other educational organisations, that the people desire or can be persuaded to want. The fact that we have current annual attendances of 27,000 at such activities conducted in the city of only 20,000 population would seem to indicate that the original "scratching the surface" has evolved techniques for achieving deeper scratches over a greater area. It is hoped that this topsoil scratching is beginning to approximate cultivation, and that some of the ideas scattered during the past two decades have more chance today, of falling in fertile ground. Unfortunately, techniques for measuring any resultant harvest have not been evolved. No trained independent evaluators are available.

Attempts are made to cater for the wide range of ages, interests and abilities and to stimulate both interest in and understanding of current thought in the various fields.

For example:

1. Each year, a course is conducted for girls leaving school, by carefully-chosen local voluntary lecturers. Both theory and practice are involved and work done in Deportment, Make-up, Hairstyling, Hair Care, Dress sense, Courtesy, Character and Personality, Application and Inteviews, Community Service, Health, Voice and Speech, and Jobs Available. Approximately half of Maryborough girls of the school-leaving age group attend at least some of the activities and about one quarter of this age group complete the course. Their achievements in each section receive individual appraisal by their lecturers, where possible, at a final activity, and course completion certificates are issued. This course involves professional hairstyles, models, beauticians, ministers of religion, dressmakers, doctors, employment officers and is strongly supported by the Clerks' Union at local and State level. A similar-type course is under consideration for boys of this sixteen-year age level and it is hoped to begin the course at the end of this year.

2. The high local regard for the above course has led to a similar-type Charm and Efficiency Course for Business Girls in the 18-25 year age group. This goes more deeply into Deportment, Make-up, Dress and Jobs Available, and also introductory work in Etiquette, Personal Relations, Charm , Skin Care, Selling and Service, and Efficiency. Lecturers are paid, students are given more opportunity to participate in course design, content and emphasis. Individual appraisals are given and a public Mannequin Parade and Presentation of Certificates Night is conducted by students and lecturers. The Maryborough Traders' Association helps to conduct and finance the course and its President has expressed the opinion that the certificate gained by girls is of far greater value to employers than any number of personal

references a girl could bring.

2a. Other activities conducted by various societies affiliated with the centre for this young adult group (20-35 years) include Public Speaking (Rostrum - men), Drama Workshop, Plays and Modern Musical Productions (Players), Sportsfishing or Marine Life (Skindivers - who are currently constructing the first and largest Artificial Reef on the Australian Pacific coast as a fish breeding sanctuary in an area without natural reefs) and Showcard and Ticket-writing classes are conducted by the Centre on two nights of each week. Anyone over the mid-thirties in these student groups is considered ancient ("nearly forty") and therefore either venerable or decrepit as the individual case may appear. They are active, emphasising self-improvement in physical skills and practical knowledge, yet vocally-critical and with semi-vocational hopes or bias.

Individual performance - as actor, speaker, diver, collector, etc. is the test and their peers are both instructors and examiners. They do request and attend occasional lectures by individual expert marine scientists, actors, speakers and the like but are generally not prepared to discipline themselves sufficiently to attempt to excel the performance of such experts in any non-active or non-practical field.

3. As these objectives are fulfilled, more time can be spent attending general educational lectures, classes and hobby-type activities in which they have or would like to develop an interest. These relatively mature age (25-40 years) groups, with occasional younger members, desire:

(a) "Refresher and ideas" week-end schools or short courses in vocational fields such as salesmanship, business bookkeeping, art and art teaching, conferences in industry (here sugar/timber/engineering) or professions (such as dentistry).

(b) Language Studies (Spoken English, French, German, Italian in Bundaberg and Indonesian) reading or writing, Photography, Navigation, Prospecting, etc. which still contain semi-professional skill or training standards or elements.

4. (35-55 years). Regular classes, lectures and/or activities leading to personal, technical mastery of (chiefly for women) painting, floral art, pottery or other handcraft to the "take-off point" where they can create their own individual style, design or articles of good quality; (chiefly for men) astronomy, chess, boat design, building and safety, to a similar individually-fixed real and soon-achieved point; or (with both sexes) Gemmology, winemaking, natural sciences and conservation groups. In this section there is an emphasis on less active occupation in which participants can achieve local leadership in a chosen section of a creative field.

5. In the 50-60/65 year age group, we have at present a relative, local gap. This would seem to be because:

(a) Maryborough Adult Education has tended to concentrate on the teaching or development of "new" skills. Some suggestions for/ by this age group have included music appreciation, recent history, philosophy and preparation-for-retirement courses.

(b) Most Maryborough organisers have been younger men en route to other positions. If this Ninth National Conference (or the syndicate) can produce a suitable formula for the development of political/other wisdom for this particular age group, which contains the greater number of our captains of government, industry and finance, it could be considered a grand achievement. For younger men to attempt this seems to be a case of rearing your parents the right way, not an unusually successful field.

There is, luckily, quite a deal of carry-over from the four previous age-range activities and many of our best lecturers come from this group where knowledge and how to communicate it have been matured by experience.

For people in this group who have "made the grade" such organisations as Rotary, Church Elders, and our Adult Education Advisory Council, achieve excellent results. This would, however, seem to be a fairly small percentage of this age-group.

Senior Citizens

Firstly, there is again a carry over and a wise man/woman element. These people again take delight in doing for themselves, asking us for documentary colour film programmes and social or musical activities by others and helping physically and mentally those whom they ask to help them. They know best the kind of activity or inactivity they desire, are not afraid to nominate/organise it themselves with an old-world grace and tolerance - if sometimes superficial.

Finally, if I have more "ages of man" than Shakespeare, I have correspondingly more overlap between them. Two large deficiencies are fairly evident - youths and middle-aged people. The first is receiving attention with some hope of early success. Concerning the second, we would appreciate much specific advice and concrete suggestions, particularly from those in the 50-65 age group - if such exist in Adult Education.

NOTE: Area of district 12,000 square miles, population 138,000 (half in our four small cities). Maryborough district full-time staff consists of two organisers and two typists who are responsible also for similar activities (with third recently appointed organiser at the Bundaberg city sub-centre). Part-time Lecturers and those from the Public Lectures section of the University and similar local groups and individuals such as local representatives in districts, cities and towns, provide much help.

BANNOCKBURN FARM-COMMUNITY EXTENSION RESEARCH PROJECT: A PRELIMINARY OUTLINE AND REPORT

by E. ICETON

Introduction

Since mid-1966 the Department of University Extension, University of New England, has provided the services of a Community Development consultant in the town of Inverell and its district.

Inverell has a population of about 9,000 and is situated 2,000 feet above sea level on the western slopes of the New England plateau in Northern New South Wales. It has a 28-30 inch rainfall with a mainly summer distribution, and is the centre of a mixed farming area which has until now concentrated heavily on the growing of wheat.

The majority of the thirty-six farmers in the Bannockburn project have properties which adjoin in the upper catchment of a creek, of that name, seven to fifteen miles north-west of the town. Members' farms range in size from 370 acres to 4,000, but the commonest size is about 1,000 acres.

The Principles

The community development/community work philosophy and methods described by such writers as W.W. Biddle and T.R. Battern are the basis of the project. A distinguishing feature is the refusal to issue directives as to what people should learn, or what they should do. Although help may be given with the assembling of potentially relevant information and in ways of evaluating its meaning, the full responsibility for making their own decisions is deliberately and explicitly left with the farmers.

In using the group/community approach, two assumptions are made about the adaptive learning process:

(a) that it is what the learner thinks important at any given time which determines what he will or will not do, and

(b) that usually the learner must test his current convictions by taking some action based on them, before he will be ready to look again at any particular issue.

The community development/community work approach also contains elements analogous to group therapy. Underlying assumptions here are: *

* See page 34.

A further assumption made by those who employ the community development/community work approach is that, in a modern society dominated by large corporate and governmental enterprises, the ordinary individual citizen can find an effective resourse-base for coping with his day-to-day problems only by joining with other citizens in groups big enough to provide essential leverages.

The Basic Plan

Using (i) the inherent resources of the group members themselves; (ii) two research assistants in the field, and (iii) an independent consultant in community development, the method is to help the group build a quality of group life from which the members will find the inspiration to devise and adopt an evolving programme of workable and acceptable adaptive practices. Family consultations, study excursions, group meetings, social outings, field days, etc., are the medium through which this plan is put into effect.

Starting with problems that individual farmers are already aware of, the farming systems presently in operation at Bannockburn are being modified on the primary initiative of the farm-families and as a result of their own cyclical effort in study, re-planning, implementation of new decisions, and evaluation. The level of complexity of this effort at all times depends on the motivation and ability of the farmers concerned.

The Resource Personnel

Enthusiastic assistance has been offered by the officers of the New South Wales Department of Agriculture in the region, and the local Farm Planning Officer of the Soil Conservation Service is assisting in a major way. Private companies, especially those selling farm machinery, etc. are also anxious to assist. The project is concentrating on helping group members to explore the adequacy of the ordinary type of technical information services provided generally for Australian farmers. As the knowledge and ability of the farmers increase, the contribution to be made by specialists in appropriate university faculties should find an increasing place in their activities.

At the present time, barriers due to differing purposes and life-philosophies, compounded by mutual ignorance and mutual disrespect, often seem to rule out dialogue between all the parties concerned, from the farmer through the district departmental officers to the academic experts and research workers. Because of this, some effort in mutual appreciation and understanding will be needed before most experts will be used effectively.

History of the Project

Dr. E.A. Iceton, consultant in community development with the New England University's Department of University Extension, was the initiator in July 1966 of the formation of the town-based Inverell Regional Study and Development Group, ('town group') following an original initiative taken by the local JAYCEES.

Against the background of a farm erosion survey which the Inverell Regional Study and Development group carried out - and lengthy press publicity by one particular farmer (now a member of their group) - Dr. Iceton was again involved when the town group proceeded to contact a few interested farmers and suggest that they launch a farmers' group. This was in October 1967. Sixteen farmers joined the Bannockburn Conservation Group as foundation members. Its objectives defined at the first meeting were:

(1) "To promote the welfare of the people of the Bannockburn community;

(2) to utilise the natural resources of the area to the fullest extent in the national interest;

(3) while utilising these resources, to maintain and improve production;

(4) to ensure the conservation of all resources, particularly soil and water, for use by all generations."

These objectives decided by the group were rather less specific than Dr. Iceton thought desirable at the time.

Two resource people whom Dr. Iceton had contacted in March 1967 were a farmer and his wife, Mr. and Mrs. Ron Miller, living at Bell on the Darling Downs, Queensland. They were Chairman and Publicity Officer, respectively, of the Bell Soil Conservation Group. Dr. Iceton persuaded Mrs. Miller to write an account of the Bell group's experience, for the Inverell town group to use as background in launching their own proposed farmers' group; and he later was able to arrange that Mr. and Mrs. Miller should visit Inverell to meet members of the town group and the new Bannockburn group.

Mr. Miller had been one of the most active and successful farmers in the Bell group. (See the article about his farm in the March 1968 issue of the Queensland Agricultural Journal, p.154-159.) Mrs. Miller at the same time had developed considerable insight into the community development process, and had an item about the Bell group published by SHELL (U.K.) in their journal, SPAN. Her understanding of the way in which changes in farming practices affect - and must be accepted by - the wives as well as the farmers themselves was born of personal experience.

In February, 1968, the Bannockburn group held their first major function. This was a meeting at which sixty people attended - including the local state and federal members - to hear addresses by the New South Wales Commissioner for Soil Conservation, Mr. L.G. Kaleski, and by Mr. and Mrs. Miller. As well, the president of the group, Mr. K.P. Crawford, presented a preliminary survey of the extent of erosion problems on members' properties, together with a request for the appointment of a full-time extension officer in conservation. (Mr. Kaleski countered by announcing at the meeting the appointment of a full-time Farm Planning Officer in the district - the first such appointment.)

That Easter, in response to a suggestion by Dr. Iceton, the group negotiated and organised an excursion to visit the Bell farmers, and made an on-site inspection of the progress achieved there. It was this trip which finally consolidated the developing sense of local community among the Bannockburn farmers.

Shortly after this the group approached a commercial farm-management consultant, but his fee of $1,000 for a week's visit was beyond their immediate means.

In May they took the next, and very major, initiative - to invite the Millers to come to Inverell as resident resource persons.

It was known that Mr. and Mrs. Miller were now anxious to engage full-time in community development work and Dr. Iceton was convinced they would be suitable. They sold their Bell property (at a good figure) and agreed to come to Inverell for a three months trial period. It was agreed that during this time a mutual assessment would be made, and, if the prospects seemed propitious, a more permanent arrangement would be worked out.

Neither of the Millers had formal qualifications in farming, but both had had a number of years' experience of practical success, after earlier unsuccessful ones. This personal history was a basic ingredient in the accpetance of their advice by the Bannockburn farmers, and was regarded of more value than any academic qualifications. In particular, it carried implications of ethical responsibility. (Farmers are generally sensitive to what they believe to be a fact - that city-orientated people feel very little human responsibility towards the farm population.)

The trial period described above commenced on 15th July, 1968, and progress since has been considerable. At a meeting on 2nd September that year, at which the Millers were not present, the Bannockburn members voted to levy themselves a total of $3,000 per annum to help launch the project in a more enduring form. The Millers were appointed on a temporary basis - as research assistants to Dr. Iceton - as from 15th October, 1968, and work has been proceeding steadily.

The Situation as at August 1969

A grant from the Shell Company of Australia, details of which are now being negotiated, will enable the project to proceed to completion.

Membership of the group is open automatically to all farmers in the valley, farmers from other areas being admitted only by a group decision. Present membership stands at 36 (plus two associate members : non-farmers), and members' properties comprise a major part of the Bannockburn catchment.

As mentioned earlier, the majority of members are farmers whose properties adjoin in the upper catchment of the Bannockburn creek, seven to fifteen miles north-west of Inverell. However, a number of individual farmers from more distant localities have joined and become staunch

financial members. They are attending meetings despite a drive of 40 miles or more. In one of these outlying areas an exploratory meeting has already been held with the idea of forming a local satellite group. Two other areas have members likely to launch further satellite groups, though no formal moves have yet been made.

New members are continuing to apply, and whereas the foundation members were not noted for their social prominence, some of the new ones are. The group is acting as an effective agent for changing farming practices. It is also providing direct benefits of a kind previously available only to larger company-type enterprises. Thus, the group is able to obtain commercial concessions unavailable to the individual small landholder, and also to negotiate highly desirable market outlets.

The group is undertaking a programme of trials and experiments that members individually would not, and often could not, undertake on their own; and results of successful trials are universally applied immediately. Consistently high attendance figures are achieved at meetings, so that departmental officers have a ready forum and make contact, not only more widely, but also more effectively than they could do otherwise. The deliberate effort to build a climate of mutual trust and co-operation has been an essential preliminary to such projects as joint purchase of machinery, mutual lending of machinery, mutual aid at particular pre-determined times, and effective informal working relationships/agreements between independent breeders and growers in the new group pig enterprise.

Research Aspects

The kind of evaluative criteria developed since the project began can be classified as set out below. There has been progressive improvement according to these criteria throughout the life of the project. These research aspects can be referred to only tentatively at this stage.

Member Behaviour Affecting Group Function:

(1) Significant office-bearer or group worker;

(2) Involved in valuable outside kindred activities;

(3) Performing valuable group maintenance functions;

(4) Showing potential for launching new groups;

(5) Of advisory value in the group - (e.g. by becoming a topic expert);

(6) Performing go-between function with outside bodies;

(7) Developing professional-type interests and understanding of the group process;

(8) Involvement in (non crisis) reciprocal machinery use;

(9) Joint (non crisis) purchase arrangements concluded;

(10) Self-concept a barrier to learning, to personal change and to optimal contribution to group;

(11) Pessimism and lack of self-confidence a problem.

Family Factors:

(1) Wife not interested in the group and the property, and this handicaps husband;

(2) Wife sympathetically involved in new activities;

(3) Wife actively involved, and assisting in the adoption of new practices;

(4) Husband resisting wife's interest, and this is blocking progress;

(5) Adolescent sons in conflict with parents over farm decision-making;

(6) Adolescent sons involved in a harmonious way.

Aspects Totally Dependent on Group Process:

The use of -

(1) Group trials, experiments, and mutual aids;

(2) Multilateral reciprocal use of machinery;

(3) Multilateral external joint purchase arrangements;

(4) Multilateral internal buying/selling arrangements;

(5) Group marketing arrangements.

Individual Behavioural Changes affecting the Farm Operation:

(1) Formal application to Soil Conservation Service for farm plans;

(2) New developments being designed in accordance with Soil Conservation Service farm plans;

(3) Crop rotation planned (summer and winter crops);

(4) Systematic farm-recording and/or budgeting started;

(5) Involvement in minimum tillage trial (either departmental or private);

(6) Improved stock-feeding begun (including pigs but excluding grazing);

(7) New soil/water conservation techniques decided on and started;

(8) Supplementary feed (crop residues) stored for first time (excluding lucerne hay);

(9) New tillage techniques adopted;

(10) First personal contact with sheep and wool advisor;

(11) Rotational grazing programme definitely planned.

Provisional Conclusions

(1) The group is much more self-confident at this time and probably already self-sustaining after only twelve months of intensive attention.

(2) The change in individuals has been readily noticed by outsiders.

(3) Without the use of group process and intensive attention in the initial stages, the present personal transformation of individuals and development of self-sustaining motivation was highly unlikely to develop.

(4) The process was started deliberately and could be almost certainly repeated elsewhere.

(5) These farmers seem likely to find that effective farming and effective group practices will shift the balance so as to reduce the present small-farm problem, so far as it affects them.

(6) As a result of more systematic analysis of their performance and potential, farmers are coming to see their developing situation clearly enough to be able to decide - and implement the decision - to either (a) continue the development of the existing farm, or (b) acquire further acreage, or (c) sell out to a neighbour.

(7) Most present members have noticed sufficient promise of improvement since the group began to expect that they will not be forced to sell out. Some will choose to do so for other reasons. The major shift out of wheat and into summer crops, begun last year, is already showing benefits.

(8) Group activity of this kind is hastening - and providing social support and justification for - rational decision-making by farm families. It is making rationalisation comprehensible and practicable, because understood and controlled

Addendum:

* (a) that a person's capacity for adaptive learning - i.e., for creatively adjusting to change - is determined by his own psychological health and also by the level of functional health he experiences in the groups from which he derives social support;

(b) that a person's psychological health depends to a major degree upon the quality of those personal relationships which are most important to him, and also on the quality of his relationships - his sense of belonging - in those groups to which he attaches similarly important value; and

(c) that the level of functional health and effectiveness in such groups depends on having a core of members who either know or are willing to learn the requisite attitudes, knowledge and skills.

TELEVISION FOR ADULT EDUCATION IN CAIRNS

by R.H. STOCKER

With the advent of television, attendance at public lectures conducted by this centre began to fall off early in 1967 and after careful consideration an adult education programme was instituted on local commercial television FNQ 10, there being no facilities for local telecasts from the A.B.C. in Cairns. The telecasts are made at regular intervals commencing at approximately 9.30 p.m. on Wednesday evenings, and lasting for 35-40 minutes at a cost of $25 per programme. Each programme is heavily advertised by the T.V. station, the cost of this advertising being included in the overall charge of $25. Where possible, visual aids (slides, films, charts, etc.) are used and preference is given to those topics which can be illustrated. All programmes are live telecasts and take the form of lectures, panels, debates or interviews with a studio audience participating and asking questions at the end of each programme. Where the subject can be so approached, sets are created, e.g. in the case of the programme "Design for Tropical Living" which was a series of six programmes, sets were created for illustration of interior decoration, outdoor living and landscape gardening.

An estimated viewing audience of 20,000 is reached by means of these programmes and the telecast are conducted by visiting University lecturers, local educationists, local businessmen and men in local industry. Each visiting speaker is introduced by a local person well known to the viewing audience and having some association with the subject of the telecast. The programmes have been very well received by the people living within the range of the T.V. transmitter, and since care has been taken to make the subject matter of the programmes of general interest their popularity has increased tremendously in the two years of their production.

Adult Education Telecasts:

History of Life
The Common Market
Aspects of European Arctic
Divorce in Queensland
Reason & Religious Beliefs
Mental Disorder in Modern Society
Unwillingly to School
Tractor Accident Prevention
Weather and Forecasting
Buy or Build
No fun in the Sun
Where Have all the Miners Gone
Small Boat Safety
Memories of Past

Drugs in Modern Society

Diet in Tropics

Design for Modern Tropical Living
The Cancer Problem
Volcanoes
Animals in the Sea
Captain Cook's Goat
The Marriage Relationship
The Mineral Boom
Animals in the Service of Man
Sattelites & Your T.V. Screen
Oil & the Barrier Reef
Tables & Rods
The Space Race
Burns & Scalds in Children
Malaysia, Singapore Australian Defence
A Blue Print for Northern Development
For He's a Jolliffe Good Fellow

GEOLOGY CLASSES

by J.W. WARBURTON

For the past four years the Department has offered evening lecture courses in geology for adult students. Day and weekend excursions have been associated with these courses. Initially, a basic course was offered extending over 20 lectures and involving a limited amount of practical work with rocks, minerals and fossils. During the past two years, two concurrent courses have been run - one a basic course for beginners, the other for more advanced students, many of whom had completed the beginners' course the previous year. The emphasis in the second year advanced course has been on the study of local areas of special geological interest. Included in the areas so far studied are: Hallett Cove, the Victor Harbor area, the Palmer-Reedy Creek area, the Sturt Gorge and parts of the Parrawirra National Park. Students under the guidance of Miss Maud McBriar of the Geology Department, The University of Adelaide have studied these areas in small groups of five or six, compiling notes, studying the existing literature on the region and writing a simple guide under the editorial direction of the tutor. Two of these guides have so far been published by the Department: "Geology and Scenery of the South Coast of South Australia from Victor Harbor to the Murray Mouth" and "The Palmer-Mannum-Reedy Creek District of South Australia. A Brief Guide to the History and Geology of the District". These guides are simple in content and designed for the high school student and beginner in geology and they have found a ready market in the schools. Other guides are planned in the future.

The position has been reached where the future planning of geology courses in the Department will have to be given serious thought. It seems that there will be a continuing demand for a first year beginners course in geology. The numbers attending this year's class, which is being attended over a 30 week period of three terms has averaged 50. It is one of the most popular classes organised by this Department. It has yet to be established whether, in fact, a two or three year course could profitably be offered and the content of the second and third year courses has yet to be determined. The following plan is, however, suggested:

First year - Basic course - 20 lectures spread over two terms. In addition, at least one residential weekend at Graham's Castle, Goolwa, and three of four day excursions.

Second year - A more detailed course with practical examination of rocks, minerals and fossils and a discussion of the more recent developments in the science. Several days excursions.

Third year - Project work carried out under the guidance of one or more tutors and involving a continuation of the production of guides to local areas. It is

suggested that these guides not be published but that ample copies be produced as cheaply as possible and made available at very low price to schools and other interested organisations and individuals. As an addition or alternative to the preparation of these guides, students would be required to carry out research into a topic selected from a list supplied by the tutor and to submit a written report on this at the end of the course. Students could also be asked to lecture to the rest of the class on their chosen topic. As this advanced group is likely to be small in number, practical work could be carried out more effectively at this stage and individual tuition given.

It is felt that students who had passed through a three year course such as this would possess a firm background in the basic geological principles and field and research methods and from then on should be able to pursue their interest in the science independently. There is obviously a limit beyond which it is not possible or even desirable to take the layman and most probably this limit will be reached after three years study on the lines indicated.

Field experience could be augmented by participation in one of the regular "outback" type schools that have been a feature of the Department's programme in recent years. These have involved study tours of about two weeks duration to such areas as Central Australia, the Northwest of South Australia and the Flinders Ranges. Two study tours of New Zealand have been organised, one in 1968 to the South Island and another (planned for January 1970) to the volcanic area of the North Island. The annual Spring School jointly organised by this Department and the W.E.A. often includes a course in geology or geomorphology.

The significant place that geology classes have held in the Department's science programmes in recent years is largely attributable to the following:

(1) The popularity of the science and the demand for classes and field excursions.

(2) The fact that geology is eminently suitable for translation into terms that the layman can understand. Compared with other sciences, there is a minimum of jargon and a minimum of essential mathematics to be overcome.

(3) Through the teaching of geology, the fundamentals of the other physical and biological sciences can also be communicated, for geology relies heavily on the other sciences for its data as well as having its own distinctive methods. In this respect, geology can well be called the "key" science as far as adult education is concerned. Perhaps this is the most significant reason for continuing the teaching of geology to adults. By doing so one emphasises the relationships and interdependence of the various scientific disciplines.

(4) The Department has been fortunate in being able to obtain the services of both keen and experienced tutors and has now a member of the staff who himself is a trained geologist.

FIVE-DAY RESIDENTIAL COURSE FOR ABORIGINAL COUNCILLORS AND OFFICE BEARERS IN ABORIGINAL ORGANISATIONS

by J.W. WARBURTON

Held at the W.E.A.'s Graham's Castle, Goolwa, February 2 to 8, 1969. Financed by the Federal Office of Aboriginal Affairs, but the Department was free to develop the educational programme. This was devised after discussion with Aborigines, both individuals and groups.

The five-day educational programme was composed as follows:-

(a) Talks and practical exercises in public speaking, chairmanship and committee procedure.

(b) Talks and discussions on the duties of secretaries and treasurers.

(c) Other factors that must be taken into account if an organisation is to work well, e.g., having clearly set-out objectives, keeping members and/or one's community informed about decisions and activities, knowing where to go for resource people, having the means of raising finance to carry out policy, and knowing how to function as a pressure group, if pressure group activity is needed.

(d) General discussions on community problems (these were all suggested by those taking part), e.g., the future of reserves; the functions of Reserve Councils; unemployment among young people on reserves and in country areas; the incidence of racial prejudice; relations with the police.

(e) Talks by visiting speakers, e.g., Mrs. Natasha McNamara on the Aborig. Lands Trust, Mrs. G. Elphick on the work of the Aboriginal Women's Council, Mr. Bob Edwards from the Museum on the Aboriginal past, and Mr. Barry Dexter explaining Federal Government policy, particularly as it affects the State.

(f) Films on relevant subjects, e.g., "I the Aboriginal", "As a Twig is Bent", the University of Adelaide's films on food gathering and the making of artefacts, and "One Man's Road". These films created a great deal of interest and discussion, particularly "As a Twig is Bent", a film on pre-school training in Maori communities.

In planning the course we also considered the possibility of having some remedial classes in reading and writing, but lack of time made us abandon the idea. Remedial work was needed in many cases, but to begin to meet these needs a course of at least a month long would have been desirable. At the first session, on Monday morning, the company of about 30 was split into three groups, and the members of each were asked to jot down (in about 10 to 15 minutes) five or six ideas about the main needs of reserves and the country areas. This exercise preceded a general group discussion of these issues. This gave us some idea of the level of literacy of those attending.

Everyone was able to write something, but, as you will see from the selection below, the level of performance varied considerably:-

Mr. X. of Davenport, in his mid-twenties, could only manage this - "Would like to talk about the reserve's and to see it to be run by the Aboriginie and to talk about the wages."

Even less literate (and he was equally inarticulate) was Mr. Y. of Koonibba, about 40 years of age - "Do a little bit of garding."

But Mrs. Z., a full-blood from Gerard, surprised us all with this contribution -

"1. We would like to run our Reserve ourself so we could help our people more better.

2. We like to see our children take their place in white community and to mix more with them, now theres some white person who look down at our people more than help us.

3. We dont what no white person come to our Reserve tell us what to do. I think we could do it ourself and run Reserve quit well. Time we did this that we can stand on our two feet.

4. We have been push down long enough and we can do this things so we could help our people.
So please help us."

Mr. E.R., a rather silent man from Point McLeay, gave us these five clear points -

"1. Treasurer's Responsibility.

2. The Duties of Secretary.

3. Chairmanship.

4. The Aim of Councils.

5. What can be done to help Aborigines."

One or two participants who spoke quite well, were less good on paper than others who had less to say initially, but all could have benefited from intensive courses in writing, had we had the time to help them. As it was, we had to spend most of the training sessions in helping students to speak in public, to chair sessions and run discussions, to move votes of thanks, and so on, for the majority had little experience or confidence in these matters. Only two members of the group (and they were young men) failed to show a significant improvement during the week. It surprised and gratified us on the final Friday morning (our last day together) to find that the $1\frac{1}{2}$ hours we had set aside for five prepared talks and a report from the secretaries' group, was an insufficient allocation of time. It was Mr. X. of Davenport whose prepared talk showed the greatest improvement. As I have already shown, he could write only one line on Monday morning, and that was ill

constructed and the spelling defective. At that stage, he simply could not speak in public at all, yet on Friday he spoke good sense for 10 to 15 minutes from clearly written notes. He introduced his speech by saying he was unused to speaking in public as most of his adult life had been spent in the saddle talking to his horse and dog. He then described life as a drover and station hand. He considered it a good life for a single man but not so good for a man with a wife, children and family responsibilities. Hence he had in recent months moved to Davenport Reserve where he was training to be a carpenter. He had found this very satisfying, and he hoped that the carpenter's shop on the Reserve would be available for use for evening classes for young people. He felt that one of the main problems on the Reserve were the number of young people with nothing constructive to do.

The six people chosen for the final exercise did so well that it was a pity that this opportunity was not open to everyone. It gave them a chance to put pen to paper, under guidance; it taught the value of using well prepared notes, and particularly it gave the tutors an opportunity to work more personally on the basic structure of a speech. Had the school lasted for 14 days, or even 10 working days, this opportunity would have been more widely available and the total achievement would have been correspondingly greater.

Secretaries' and Treasurers' Group

Here are some extracts from Mr. David Craig's report.
"A small group (8 - 9) met for an hour and a half each morning to be instructed in and to discuss the various duties of a secretary and a treasurer. From the initial general discussion on Monday it was found that the majority of the group had little nor no real idea of the running of a meeting or of the duties of the various members of a committee.

Certain basic discussion points were raised during the first group meeting, e.g., responsibilities of executive officers; avenues of assistance in local areas; correspondence - setting out, wording, filing, etc.; agenda; minutes.

The duties of treasurer were outlined and questions were answered. It was found that each Council had different methods of fund raising, and the sharing of ideas gave each new ideas, e.g., Point McLeay runs a canteen; Koonibba sells scrap metal and the sale of old abandoned motor cars helps to clean up the Reserve; Gerard has held concerts and dances.

It was suggested that treasurers attempt to get help from a person trained in book-keeping in their own district, e.g., a local bank manager, or even perhaps a local school teacher, or the local treasurer of an organisation such as the C.W.A.

Chairmanship and Committee Procedure

Besides the classes for secretaries and treasurers we also had talks and discussions on the various kinds of chairmanship, e.g.,

chairing a discussion where ideas are interchanged, introducing a speaker and closing a public meeting, chairing a business meeting, and so on. In connection with the latter we discussed the qualities needed in a good chairman and his duties in seeing that a meeting was well run. David Craig has described already the lack of even elementary ideas of chairmanship, and it is difficult to estimate how much we were really able to accomplish in the time available. I do not feel confident we achieved a great deal. We outlined the main facts, we reinforced them with discussions, with the use of a blackboard, and so on. But good chairmanship comes from doing. We attempted in small groups to set up imaginary meetings (of Reserve Councils) which those present took turns in chairing. We found that few could really grasp the idea of role-playing. These practical exercises were not useless, and had we had more time I think we could have found a way of overcoming the main obstacles. Mock meetings, like mock parliaments, have their place in teaching those taking part in the principles of real debate and decision making. This procedure would have worked better if initially we had put a tutor in the chair, with the other tutors playing roles which complicated the chairman's task. This may have given the company a better sense of the game.

General Discussions

There were many general discussions on questions which were raised during the first discussion on Monday morning. For example, Miss Polly Niania, a Maori social worker, had a fruitful discussion with the women on child care and home management. There was a general discussion on how Councils are at present working and suggestions about new tasks they might assume in the future. Some Councils, viz. Davenport and Koonibba, often discuss community problems at general meetings, and they find little difficulty in securing good attendances. On the other hand, Point McLeay which has attempted to do this has had no success in generating general interest in their activities. Neither Gerard nor Point Pearce have so far attempted to call community meetings, and according to the Gerard people, their Chairman makes most of the decisions - he is the leader - while the Point Pearce Council, which was not strongly represented at the School, seems to be in rather a sad state. It is obviously in need of special help, if possible from some local resource person. Some Councils have apparently attempted to foster interest in the Reserve children's welfare and education, and this seemed of interest to those who have had rather a narrow conception of their role as Councillors. We also discussed how Councils might encourage a range of community activities on the Reserve such as concerts (which could help to raise money as well), the establishment and effective use of libraries, street beautification, the creation of yearly awards for the best kept garden, adult education courses on Reserves and/or in the local community, better sporting facilities, and more effective relationships with the local community. Some Council members also expressed interest in having more responsibility for the day-to-day running of the Reserves, perhaps by giving them some part of the maintenance grant to administer.

A point which was raised more than once was the lack of employment for young people,both on Reserves and in country towns. We were told that many young people leave school at 15, but are not employed by the Department until 17. In the meantime, they twiddle their thumbs, get into mischief and learn to be no-hopers. Even after 17 there are few opportunities on Reserves for young women; there is no effective policy to find work for them outside the Reserves. I raised this question: Would parents on Reserves encourage their young people, particularly their daughters, to seek fresh and greener pastures? The answers varied through the range, yes, no, and not sure. One Councillor properly observed that she could not speak on this matter for other mothers on the Reserves. The matter had simply not been discussed. Others were prepared to say that they believed young people would leave their Reserves for employment elsewhere if they had a secure place to go. One of their difficulties is that they found the cities where there was employment rather frightening and bewildering. They would therefore welcome the idea of well-run hostels in places where there were employment possibilities. This point was emphasised during the discussion which followed Mr. Dexter's talk. An additional point was made during this particular discussion that the facilities for training young people on Reserves, e.g., in welding, in carpentry and so on, have been used largely (if not wholly) to fit people for life on the Reserves. They have not been used to train Aborigines for the outside world. One man put the matter thus: "The Department says its policy is to use the Reserves as training grounds for useful work in the community, but the kind of training Aborigines get on the Reserves is not worth a cracker for outside jobs."

Visiting Lecturers

The School members welcomed the lectures from visitors and were particularly interested to hear Mr. Dexter's outline of Commonwealth policy. In turn, they were able to tell him of some of their most pressing problems, particularly expressing concern about the lack of employment opportunities for young people. I think that most members found difficulty in understanding the more legalistic aspects of Mrs. McNamara's talk, but her visit was very useful in pointing to the need for closer communication between members of the Trust and the Reserve Councils. To Mrs. McNamara's query asking if Councillors would prefer to send representatives to meet the Trust in Adelaide or have Trust members visit Reserves, the answer was unequivocal - the Trust members should visit the Reserves to discuss the Trust's objectives and how the Reserves are seen as fitting into Trust policy.

Not least of the benfits of the School was the salutary effect of living together in an educational community for a week and the social education which came from keeping rooms tidy, waiting at tables, etc. For some attending the School it was their first experience of setting a table and waiting on others, and this was a role they quickly learnt to play.

Drink

I stated at the outset that at Graham's Castle there were

certain rules regarding drink which must be observed. For those who enjoyed a drink at the end of the day, fellow tutor Mr. Norman Smith or I would be pleased to share a bottle of sherry. Drink in moderation would also be permitted at table. A small number joined Norman and me before meals and occasionally shared a glass of red wine with us at table. But other drinking did in fact go on. However, no one drank to excess apart from Mr. C. who was removed from Goolwa on Wednesday because his heavy drinking was not only affecting his performance but was disruptive to the educational life of the School. On the way back to Adelaide I was able to discuss his problems rationally with him, and at the time, he was willing to undergo treatment for alcoholism. In fact he has not done so, and I understand he is as devoted as ever to Bacchus.

Library

An important aspect of the school was the temporary library which we set up in one of the seminar rooms. It consisted of -

(a) illustrated books on Aborigines, Maoris, Black and White South Africans, the situation in the Southern U.S.A., etc.;

(b) illustrated books designed mainly for children on natural history, how ordinary things work, etc.;

(c) magazines such as the Unesco Courier, giving an account of world events.

We were pleased to see the library used daily by 8 to 10 Aboriginal students, and one young person used the Wallace book on Pitjantjatjara Children as the basis of her prepared talk on the final day.

Thoughts for the Future

I have heard from one student that this week was, "the best of his life". I think the comment was genuine, if a little exaggerated, but it and other expressions of appreciation from students confirms my belief in the value of residential education, particularly for Aborigines living on Reserves or in isolated rural communities. As time permits, my colleagues and I would certainly like to run more schools of this kind, i.e., for Reserve Councillors and for members of community organisations. In addition, we should give thought to schools for young people of, say, 18 to 25; for women and children (Mrs. Elphick indicated that the Women's Council would co-operate in such a venture); adult literacy courses for Aborigines living on the northern Reserves, training courses for those running co-operatives or private concerns. However, at best these short-term courses are stop-gaps, which, to my mind, are not likely to be very effective in grappling with the Aborigines' educational disadvantages. What is needed is a long-term college organised on the lines outlined in the attached submission.

Appendix

AN IDEA FOR A LONG AND SHORT TERM ADULT EDUCATION COLLEGE FOR ABORIGINES

Purposes

(1) To provide a course lasting for approximately 1 academic year (i.e., 8 - 9 months) for Aborigines aged 18 - 35. This course would be similar in aim and purpose, though not in programme content, to the Scandinavian folk high schools and the long term colleges in England. That is, the basic purpose would be to fit students for more effective living in the Australian community - in the economic, political and social spheres. Experience may indicate that some students may benefit from a 2-year course, though usually those needing further education would be helped to enter the relevant tertiary institution. There would be at least an 8-point educational plan:-

(i) To remedy some of the deficiencies in the students' general education. Hence there would be elementary classes in English (spoken and written), Arithmetic, Simple Book-keeping, Statistics, etc.

(ii) To provide, largely by means of informal lectures and discussions, a background to the modern world. Students would be encouraged to read about and introduce discussions on international and Australian issues. Each day may well begin with an hour's general discussion led by a student, before the company split into specific classes. Visits would also be arranged to farms, factories, libraries, art galleries, local government meetings, the State Parliament, with the aim of widening horizons and deepening understanding of the society they live in.

(iii) To give Aborigines some sense of their Aboriginal past in order to encourage a feeling of cultural identity. This would normally be done by illustrated talks and discussions, but if sufficient interest were aroused, instruction would be provided in Aboriginal crafts, songs and dances, etc. I have in mind a development similar to the Maori cultural clubs in New Zealand.

(iv) Apart from training in the arts and dances of Aboriginal culture, there would also be opportunity for learning Western arts and crafts, e.g., painting, pottery, dance, music making, dramatic activity, carpentry, metal work, etc.

(v) To provide a social and cultural education by living together in an educational community, surrounded by good architecture, books, paintings, recordings, etc. As an incidental part of living together, there would be almost

certainly a growing appreciation of the importance of clean table cloths and good table manners, of clean sheets and hot running water. The process of socialisation would be aided by requiring students to wait at table, keep their own rooms tidy, etc.

(vi) The institution should maintain flower and vegetable gardens and orchards, and it would be a requirement for both men and women students to spend one or two hours weekly on gardening, lawn mowing, etc.

(vii) Sporting and hobby interests would be encouraged by providing a variety of facilities, e.g., tennis court, table tennis, chess sets, etc.

(viii) Where members of the community were immediately ready to undertake practical trade or other training, arrangements would be made to attend the relevant courses in technical schools or other tertiary institutions.

It is anticipated that students would be brought from all parts of Australia to this course. I am not wedded to any particular location, except that it should be near a main centre of population where there would be readily available the variety of educational experiences which I have indicated above.

It has been argued by some critics of this plan that it may be preferable to have annually two courses of four months, rather than one of eight. The grounds are:- it would help twice the number of people yearly; four months in an educational community would not make such overwhelming demands on the students; four months would be a sufficient time to equip students to grapple efficiently with the Australian community. It is difficult to answer these arguments - experience alone would provide the answers.

(2) For 2 or 3 months when the residential centre would not be in use for the main course, it could be used for a variety of short schools and conferences. For example, for the training of Aboriginal Reserve Councillors; for orientation courses for Aborigines who may be on the move from a rural environment to a city; for training of Aborigines who may wish to set up co-operative or other business enterprises; for the training of women's groups in family planning and home management; for providing outback Aboriginal families with experiences in an entirely new environment which may be a forerunner to their relocation. Experience may show that longer courses could be run for these people in English as a second language using, say, a portable language laboratory.

Naturally, the short courses would be for Aborigines living within reasonable striking distance of the centre and are therefore unlikely to be available to Aborigines from all over the country.

How Many Would be Catered For

Places for 30 in residence would be a minimum because of general maintenance costs, etc. It has been found in England and Scandinavia, indeed, that a centre accommodating 40 - 60 is a viable minimum. It is also the sort of number that would cohere as a group yet provided an interesting variety of outlook and personality. I therefore suggest that accommodation be provided for 45 in the first instance.

Staffing

For this kind of operation it is desirable to have no less than 1 tutor per 10 - 12 students. If therefore, 45 student places were to be provided there should be a permanent tutorial staff of 4. I am not sure how many ancillary staff would be needed, but it would certainly be necessary to have a cook, some cleaning staff (the number would depend on what domestic duties were required of the students), and a part-time gardener and general handyman. A man-and-wife team with part-time domestic help may provide the best solution for running the domestic side of things. Also some secretarial assistance would be necessary - probably part-time.

Facilities Needed

(1) Location of Site. As I have already indicated, the site should be located near a main population centre so as to provide a wide range of experiences for students and also to provide an attractive setting to hold some permanent staff. If the centre would be located near Adelaide, a setting similar to the National Fitness Council's camp at Mylor or the Education Department's training centre at Raywood would be satisfactory. The building should be set in at least 6 acres of ground to provide for playing fields, tennis courts, etc.

(2) Design of Building. I suggest a simple design based on buildings which used maintenance-free materials. Naturally, the lay-out and composition of the building would depend on the site chosen.

Estimate of Establishing Costs

This is based on the costs of university halls of residence in N.S.W., and recent estimates I have seen for a short-term residential college for the N.S.W. Workers' Educational Association.

		Sq. Ft.
1.	The building generally	
	(a) bedrooms: 20 twin bedrooms at 150 sq.ft. ea.	3,000
	5 single bedrooms for tutors and visitors, with toilet and shower recess at 120 sq.ft. ea.	600
	(b) bathrooms and toilets for males and females	600
	carry forward	4,200

		Sq. Ft.
	brought forward	4,200
(c) dining room and kitchen for 60 persons (the extra number here is to allow for later expansion of residential facilities and to accommodate visitors, etc.)	at 27 sq.ft. ea	1,020
(d) lecture and common rooms, 100 places plus store of 240 sq.ft. (this is to allow for separate common room, seminar rooms, etc., as well as main lecture room.)	at 20 sq.ft. ea.	2,240
(e) foyer and office		540
		8,000

8,000 sq.ft. at $13.00 per square	$104,000	
Kitchen equipment and cool room	$ 11,000	
		$115,000

2.	Wardens' Accommodation 1,300 sq.ft. at $1,000 per square	13,000
3.	Caretaker's Accommodation 1,000 sq.ft. at $1,000 per square	10,000
4.	Circulation (would depend on lay-out) 2,000 sq.ft. at $ 800 per square	16,000
5.	Septic Tank, Drainage, Electric & Water Supply (cost would depend on position and access to sewerage, water supplies etc.) rough estimate	10,000
6.	Roads and Parking	5,000
7.	Heating	2,000
8.	Landscaping and Tree Planting	3,000
9.	Fencing (assuming 6 acres)	3,000
		$177, 000

Annual Running Costs

This would need much more investigation than I have at present been able to undertake. The cost per student per year at the long term colleges in England, assuming approximately 8 months in residence and some letting of the college for long vacations to outside bodies, was approximately £stg.500 in 1964. The Australian equivalent would be $1,250. On this basis, the annual budget would have to be at least . . . . . $50,000.

This is making no allowance for the short term courses as I am not certain how these would be financed. Looking at the matter another way, here are some of the certain yearly costs which may be worth mentioning.

(a) salary bill for principal	9,000	
vice principal	7,000	
and two tutors	10,000	$26,000
(b) for caretaker and wife		5,000
(c) food bill for 40 students at $7 per student per week for 40 weeks		11,200
(The estimate of $1 a day is based on the cost of food for students attending the W.E.A. short term college at Graham's Castle, Goolwa, and other similar institutions.)		$42,200

I am not competent, at this stage, to say how much the general services bill would be per year, but I feel sure it would exceed $9,000, which would make the above estimate of $50,000 inadequate. I suggest that, if further information is required on annual costs, some university halls of residence could be consulted as well as the Administrative Staff College at Mt. Eliza, Victoria.

No allowance has been made for loss of wages and for personal expenses. Students would certainly need the latter, but perhaps exployers' organisations, service clubs, voluntary movements, could be expected to give some help with bursaries and grants.

I would expect such an institution to attract the loyalty and retain the interest of past students. To provide a focus for this it could have student reunions and so on. The loyalty would be aided by its having an Aboriginal name and motto.

Syndicate 3.

RESEARCH IN ADULT EDUCATION

Convener: Mr. B.H. Durston

Members:
Dr. J. Allsop
Mr. B.H. Crew
Mr. T.E. Doe
Dr. C. Duke
Mrs. M. Friedman
Mr. I.Hanna
Mrs. J. Rooth
Mr. F. Wigham
Mr. J.L.J. Wilson

REPORT OF SYNDICATE

on

RESEARCH IN ADULT EDUCATION

Members of the syndicate met on four occasions.

In the first session Mr. Durston's paper on The Clientele of Adult Education was presented. Members considered the relevance of some overseas research on participation in education and techniques of participant analysis for the Australian situation. Some time was spent on discussing the theoretical framework formulated by Miller for studying participation in adult education.

In the second session a list was compiled of areas of concern in adult education in which research might usefully be conducted. The list is appended. The group noted with concern the apparent lack of progress in adult education research since the research syndicate first met at the Adelaide conference in 1967.

In the third session ways and means for encouraging the conduct of research in the topics in the appended list (and in other areas relevant to adult education) and for disseminating the findings of completed research, describing research currently in progress, or other programmes/projects of interest were discussed. In this connection the members of the syndicate felt that for various reasons not all programmes/projects were suitable for publication in journals (such as the Australian Journal of Adult Education). Some members observed that it was very useful to have suggestions and criticisms of projects during their formative stages and that the means should be provided by which such projects could be made known.

In the fourth session the contents of the present syndicate report were considered. The essence of this report subsequently was outlined at the final plenary session of the conference.

Specific Recommendations

(1) That an attempt to foster research in adult education should be made by sending to appropriate members of university departments (such as psychology, history, education, sociology) a copy of the list of research topics appended as well as some information about available sources of documents and other resources.

(2) That persons conducting adult education research should be asked to keep other adult educators informed by circulating research findings or brief papers on research in progress.

(3) That in order to disseminate information raised in connection with recommendation 2 above, researchers should make use of the Newsletter

or send multiple copies of their studies to the Secretary for distribution, to members of A.A.A.E. (Descriptions of successful adult education programmes might also be sent to members in this fashion.)

(4) That the attention of members should be drawn to the facilities of E.R.I.C. and the A.A.A.E. archives through the pages of the Newsletter.

(5) That the next A.A.A.E. conference should provide for the meeting of a research syndicate at which several papers or completed research or research in progress might be presented for discussion.

A LISTING OF SOME AREAS FOR RESEARCH IN ADULT EDUCATION

Studies of participation in adult education

The characteristics of participants in adult education.

The nature and extent of participation in adult education.

Market studies to guide planning of adult education programmes.

Community studies of adult involvement in education.

Factors influencing involvement, non-involvement and drop-out in adult education.

Studies of the administration of adult education

Organizational theory and the administration of adult education.

Principles of programme planning.

The financing of adult education.

The consequences for policy of certain financial and institutional arrangements.

Studies in the history of adult education

Studies of individual institutions or groups of institutions.

Studies of particular kinds of adult education provision.

Biographical studies.

The origins of adult education in Australia.

Studies in the psychology and sociology of adult education

Motivation in adult education.

Social class factors and attitudes to continuing education.

Adult learning needs and the adult life cycle.

How adults learn.

Patterns of social interaction and their relevance for adult education.

The adult class as a social group.

Studies of institutions in adult education

Institutions formally engaged in adult education and their programmes.

The provision of adult education in particular institutions.

Educative dimensions of voluntary organizations, and professional and learned associations.

Facilities and premises for adult education.

Studies in programme evaluation

Research in principles of programme evaluation.

Evaluation studies of particular programmes.

Evaluation of the adequacy of total provision for adult education in Australia.

Experimental studies in adult teaching and learning

The development of materials for the teaching of adults.

The use of devices such as T.V., radio, programmed materials and teaching machines with adults.

The relative merits of various methods and techniques in adult education.

Studies with philosophy of adult education

The parameters of adult education.

Liberal adult education in contemporary society.

Philosophies of adult education.

Studies of the profession of adult education

The recruitment and career development of adult educators.

The training needs of adult educators.

The professionalization of adult educators.

B.H. Durston,
Convener

THE CLIENTELE OF ADULT EDUCATION

by BERRY H. DURSTON

The problem of participation in adult education arises largely from the voluntary nature of most adult education activity. It is substantially true that the continued existence of most adult education programmes depends upon the ability of the sponsoring agency to attract clients. As Verner and Newberry (1958, p.208) have observed:

> Since adult education is a voluntary activity, the decision to participate or not rests with the individual adult and is influenced by factors that are components of both the personality and the social group life of the individual involved. Such personal independence in the matter of participation complicates the administrative function, frustrates the adult educator, and inhibits achievement of the maximum effective role of adult education in society.

The study of the personal and socio-economic characteristics of participants in adult education has been found to provide data which is helpful in identifying the kinds of people attracted to particular kinds of adult education programmes. This information should be used in connection with the planning, organising and teaching of educational programmes for adults (Durston, 1969).

Of course, a great deal of adult learning occurs independently of and apart from organised programmes of adult education. The same kinds of people who participate in adult education are usually active in formal community organisational life. The kinds of people who do not participate in one, do not participate in the other (Booth, 1961). The scope of the present paper will, of necessity, be confined to the description of participants in formally organised adult education.

Some Overseas Studies of Participants in Adult Education

Writers such as Brunner et al (1959, p.90) have pointed to some of the difficulties in generalizing about the characteristics of participants in adult education.

> The many agencies engaged in adult education, the diversity of their programmes and of their clientele, together with the episodic nature of adult participation, makes any description of who participates extremely difficult.

Whilst there have been many studies reported which have investigated the nature of participants and participation in adult education, variations in the scope of these studies, the research methodology employed, and the presentation of data limit the extent to which meaningful generalizations can be made.

Two basic approaches to the study of participation in adult education have been used: (i) the study of characteristics of participants in particular institutions or programmes, and (ii) the

sampling of a population or an area to determine the extent of involvement in adult education and to identify differences between participants and non-participants. Findings of studies which fall under each of these headings will be cited.

Studies by Chapman (1959), Mizruchi and Vanaria (1960), Carter, Kerr and York (1962) and Verner and Buttedahl (1964) indicate that participants in existing programmes of adult education are drawn in disproportionate numbers from limited segments of the population. Amount of previous formal schooling appears to be the most significant determinant of participation in all forms of adult education. Age, sex, occupation and place of residence also tend to be salient factors affecting participation.

Knox (1962) describes the general audience for liberal adult education in the United States of America. He reports data in terms of programme type, institutional sponsorship and geographical region. From his review of studies of the clientele of programmes provided by the Great Books Foundation, the Fund for Adult Education and seven colleges and universities Knox (p.5) concluded that

> The typical man enrolled in a non-credit liberal education course is about forty, married, in the middle class, having either a professional or managerial occupation and a bachelor's degree. The typical woman registrant, if she is a home-maker (as about half of them are), is married to someone much like the typical male registrant. In any case, she will have a little less formal education, will be about the same age, and she may have taken some adult education course recently. On the average, six women will attend for every four men.

Johnstone and Rivera (1965) identified three factors which persistently distinguished participants from non-participants: age, amount of formal schooling and place of residence. They drew the following social profile:

> The adult education participant is just as often a woman as a man, is typically under forty, has completed high school or more, enjoys an above-average income, works full-time and most often in a white-collar occupation, is married and has children, lives in an urbanized area but more likely in a suburb than a large city....(p.8).

In their extensive report on the educational experience of the American adult population, Johnstone and Rivera conclude (p.21)

> Continuing education is quite clearly a middle - and upper-middle - class phenomenon in our society. There are very few continuing learners in our lower classes. Part of this tendency can be explained by the fact that learning and education are perceived and evaluated in radically different ways by persons on different rungs of the social ladder. Lower-class adults not only value high educational attainment less,

> but they assess the worth of education strictly in terms of the tangible advantages which can be gained from having it. They see little value in obtaining knowledge for its own sake. Our findings of the existence of distinct middle-class and lower-class orientations to education are hardly revolutionary, of course, but they have extremely important implications for adult education today. One consequence of the fact that the lower-class adult does not conceive of education in terms of personal growth or self-realisation, for example, is that he is much less ready to turn to continuing education for recreational learning than for vocational learning. Lower-class adults realise fully that education can lead to employment opportunities and job security but education is in no sense defined as pleasurable.

Brennan and McDowell (1969) sought to determine whether there is a social barrier which inhibits the participation of semi-skilled and unskilled workers in non-vocational classes conducted by university extramural departments and the Workers' Educational Association in England. They concluded that feelings of social and educational inadequacy are clearly powerful discentives to attendance. Social barriers present in the minds of people from the homes of semi-skilled and unskilled workers apparently narrow the field of recruitment to non-vocational courses.

Three further studies conducted in North America should be mentioned. Verner and Newberry (1958) have shown that there are differences among adult education institutions with respect to the socio-economic characteristics of the clientele of each institution. In the United States of America there appears to be an hierarchial arrangement in terms of the strata of society served by each programme. Le Vine and Dole (1963) examined the characteristics of participants in seven discrete types of adult education classes. Their findings lend weight to the conclusion that different kinds of classes apparently attract people with different personal - social characteristics and different values and interests. Buttedahl and Verner (1965) compared the characteristics of participants in two methods of adult education offered by a single institution in similar content areas. They concluded that differences among institutions in their clientele may result as much from the method of adult education as from institutional sponsorship.

A recent Newsletter published by the Department of Extramural Studies of the Chinese University of Hong Kong reports the results of a survey of its students enrolled in non-credit courses in Chinese studies, the social sciences, the humanities, the sciences and the arts. Almost 88 per cent of the respondents were less than forty years old. Half of the students had experienced formal post-school education of some kind or another and their motivation was largely to improve vocational competence.

Findings of Some Australian Research

The bulk of participant research reported above has been conducted in North America. Typically the North America research on participants in adult education includes credit as well as non-credit

students. This is just one of the reasons which makes the direct comparison of results with Australian studies a questionable procedure. The findings of several Australian investigations are therefore reported separately.

Wilson (1961) compared the age and occupation of a sample of participants in non-vocational adult education in New South Wales with findings of Groombridge's (1960) study of participants in extramural, W.E.A. and L.E.A. classes and educative societies in England and Wales. The reader is referred to Wilson's paper in order to form a judgement as to the comparability of the two studies. If the data concerning the New South Wales sample alone are considered it will be noted that few people from the less skilled occupational groupings were enrolled in the classes. Participants were overwhelmingly younger, rather than older, (disproportionately from the 25 to 45 age group in comparison with the Australian population) and the ratio of men to women was approximately 1 : 2. These findings corroborate those of Lacuesta (1954) who conducted a survey of students attending non-vocational adult education classes in Victoria in the autumn of 1953. By way of contrast, Campbell's (1950) study of students enrolled in vocational courses with the International Correspondence School showed that the majority of students were male, aged between 16 and 30 years and had left school before they turned fifteen.

McAughtrie's (1948) study of participants in Victoria and Dunton's (1960) survey in Queensland found that non-vocational adult classes appealed largely to people in the lower professional, clerical and highly skilled occupations. The typical student was married and had a better than average formal education. Females predominated but the age distribution of the sample of participants, particularly in the Queensland study, was fairly symmetrical. As a result of his research Dunton came to the conclusion that adult education appeals to a section of the community possessed of good basic education and stimulated by ideas and comparisons gained by contact with other localities and cultures. In this respect adult education is a service to the intellectually stimulated.

Moroney (1960) compared participants in W.E.A. - Sydney University Department of Adult Education (then Tutorial Classes), Department of Education Evening Colleges, and Department of Technical Education (non-vocational) courses. The W.E.A. was found to be attracting proportionately more students from the higher occupational ranks of society. About 33 per cent of W.E.A. students came from professional and higher administrative occupations in comparison with 10 per cent of Evening College and one per cent of Technical Education students. Conversely, 25 per cent and 33 per cent of Evening College and Technical Education students respectively came from semi-skilled and unskilled occupations compared to six per cent of W.E.A. students. Over 75 per cent of the Technical Education group and 50 per cent of the Evening College group were less than thirty years old. About half of the W.E.A. group were aged less than forty. On the whole the W.E.A. had a clientele which had a better educational background than those of the Evening College or Technical Education groups.

A survey conducted under the supervision of Shipp (1964) was prepared from the student record cards of students enrolled in the autumn class programme in the Sydney metropolitan region of the W.E.A. In the

W.E.A. student body clerical and semi-professional occupations were found to be disproportionately over-represented in comparison with the total metropolitan adult population. There were two females for every male among the participants and 39 per cent of the students were aged 26 to 40 years. The majority of the students had successfully completed high school or held some post-school qualification.

Allsop (1966) reports the findings of a survey of participants in non-vocational three year courses conducted by the Department of Adult Education of the University of Sydney. Her findings are substantially in agreement with those of Johnstone and Rivera. Nearly 75 per cent of all respondents were under forty. The ratio between men and women was 3 : 4, although considerable differences were noted from subject to subject. There were more married than single participants. About 70 per cent of women and 90 per cent of men indicated that they were in full-time paid employment. The bulk of the students were in white-collar occupations and held post-school educational qualifications of some kind.

It would seem from this brief review of the few Australian studies of participants in adult education that the same basic factors of level of previous formal schooling and occupation (and to a lesser extent age and sex) identified as the most important determiners of participation in adult education by research completed overseas apparently operate in much the same way in the Australian context. (Place of residence as a factor affecting participation has not been widely tested in Australia.) For the present, we might accept Brunner's (1959, p 92) observation that

> An examination of the results of the many surveys of participation suggests that however inclusive its goals, each organisation enlists those individuals who are attracted by its programme and its clientele. It might almost be said that each programme attracts those it was fore-ordained to attract.

Also it should be fairly obvious that we know very little, except in a very general way, about the clients of adult education in Australia. Will the tentative conclusions of past research be supported by future studies? To what extent can the results of research in one institution be generalised to other institutions? Answers to these and other questions must await the conduct of further participation studies.

Some Directions for Further Research

We have little systematically collected information about the clientele of most adult education agencies in Australia. In view of this, ways should be developed to systematize the gathering of data on the characteristics of participants in order to acquire comprehensive and comparable statistics. These procedures should have as a basic aim to discover how to enlist and hold adults widely differentiated in terms of their varying educational, cultural and socio-economic backgrounds.

All the Australian studies reported in the present paper have been conducted within an institutional setting. As yet there has been no rigorous attempt to conduct a community-wide or national survey to determine the extent of adult involvement in education and to identify differences between participants in adult education and non-participants. Yet such studies may well be crucial for the future planning and development of adult education in Australia.

It has been suggested on several occasions at conferences of the Australian Association of Adult Education and in the Australian Journal of Adult Education that a deal of useful information about participants could be derived by devising and adopting a standardized enrolment form. There is some merit in this proposal which syndicate members might like to discuss. However, caution must be expressed because some information is better gathered through the administration of questionnaires or the conduct of interviews specifically designed to provide data to test particular experimental hypotheses.

So far this paper has focused attention on what may be termed the static factors in adult education participation. Whilst who the participant is - his age, sex, occupation and so on - and his values, interests and motivations are important to understanding his participation, the fact that people with different characteristics are attracted to different adult education programmes renders the construction of a profile of the adult student less meaningful. This situation suggests the need to search for significant relationships instead of static categories.

Miller (1967) has proposed an approach to the study of participation in adult education which deserves some elaboration here. This approach involves the investigation of dynamic factors which pre-dispose an individual to hold either positive (favourable) or negative (unfavourable) attitudes towards education. Miller criticises the bulk of participation research as being too starkly empirical, lacking an adequate theoretical basis. Such studies tend to be devoid of a theoretical framework that would suggest hypotheses which could be tested and which would guide the collection of data. Miller summarises diagrammatically force-fields influencing participation in four major areas of adult education programmes for four social classes, suggesting how personal needs combine with class value systems and external social forces to influence participation in adult education. The present research syndicate might derive considerable value from a discussion of Miller's theoretical formulation.

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